

Pastures Way Nursery School & Children's Centre

Pastures Way, Luton, Bedfordshire, LU4 0PE



Inspection date

Previous inspection date

17 February 2015

Not applicable

The quality and standards of the early years provision

This inspection:

Good

2

Previous inspection:

Not applicable

How well the early years provision meets the needs of the range of children who attend Good 2

The contribution of the early years provision to the well-being of children Good 2

The effectiveness of the leadership and management of the early years provision Good 2

The setting **meets legal requirements for early years settings**

Summary of key findings for parents

This provision is good

- Staff use strong teaching techniques. Therefore, all children, including those who have special educational needs and/or disabilities and those who speak English as an additional language, make good progress in relation to their starting points.
- Staff plan well and offer children a wide range of activities that interest and motivate them, thereby supporting children in developing positive attitudes to learning. This prepares them well for the move to school.
- Managers support staff well in attending training and in using their new knowledge in daily practice. This has a positive impact on children. For example, children develop their creativity and literacy skills through their participation in innovative music sessions.
- Staff consider children's well-being in all areas and monitor this on a regular basis. They carry out home visits before children start and when they move up to the next room. Therefore, children settle quickly and staff consistently offer them pertinent support.
- Staff build good partnerships with parents and successfully support them in extending their children's learning. They offer weekly sessions where parents participate in activities and staff provide guidance about continuing these at home.

It is not yet outstanding because:

- Occasionally, practitioners do not support children in using the resources to extend their play and learning to the optimum.
- Staff sometimes carry out tasks for children and so do not always promote their independence to the very best extent.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the support for children to make even greater use of resources in order to extend their learning to the optimum
- extend the opportunities to promote children's independence by enabling them to carry out further daily tasks for themselves.

Inspection activities

- The inspector observed activities in the main room being used on the day of the inspection. She viewed all areas of the setting used by children. She also observed children using the outside area.
- The inspector held meetings with the manager, the Childcare Coordinator, the Assistant Head Teacher and the Family Worker. She carried out a joint observation with the Assistant Head Teacher.
- The inspector looked at children's assessment records and planning documentation. She checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation information and improvement plan.
- The inspector talked with staff and children at relevant times throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Kelly Eyre

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have improved the planning procedures and so offer all children a wide range of activities that promote their development in each area of learning. They plan activities that incorporate children's interests. For example, children extend their imagination and communication skills when they dress up as their favourite super-heroes. They work together to act out related scenarios. These opportunities support them in developing necessary skills in readiness for school. Staff ensure that resources are accessible, thereby encouraging children to explore further. Children posting balls into a tube are inspired to make their own slopes and tracks for cars. However, on occasion, staff do not support children in extending these opportunities so that their learning is promoted to the maximum. For example, children who want to use malleable dough to extend their role play are asked to keep this on the table. Children who have special educational needs and/or disabilities make good progress. Staff carefully consider their needs and offer pertinent support throughout the day. This enables children to achieve and to move on to the next step in their learning.

The contribution of the early years provision to the well-being of children is good

Confident, caring staff have a good understanding of each child. As a result, children are settled and have secure relationships with staff. They gain a good awareness of appropriate behaviour as staff offer them explanations and support them in sharing and working with their peers. Consequently, children are positive in their play and interactions and are emotionally prepared for school. Children pour their own drinks at snack time and staff make good use of this time to talk with them, thereby promoting their social skills. However, they do not always fully promote children's independence as they sometimes do things for them, such as putting on their coats and wiping their noses. Staff fully understand their responsibilities in safeguarding children. They implement practical policies so that they consistently promote children's safety and welfare.

The effectiveness of the leadership and management of the early years provision is good

Managers have a good understanding of the requirements of the Early Years Foundation Stage. They support staff well through practical supervision. Staff attend additional training and attain higher qualifications, enabling them to continuously improve the standard of care they provide. Staff have worked together to address previous inspection recommendations. All required procedures are now in place. Staff understand and implement these daily, thereby promoting children's safety and development. The manager's thorough monitoring means that any gaps in children's learning are efficiently highlighted and addressed. For example, staff now offer children more opportunities to develop their early writing skills. Robust evaluation leads to relevant improvements, such as revisions to planning to ensure that activities offer challenge to all children. Staff work well with other childcare providers, exchanging information so that children's welfare and development are consistently promoted.

Setting details

Unique reference number	EY280683
Local authority	Luton
Inspection number	1001302
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	117
Number of children on roll	200
Name of provider	Pastures Way Nursery School Governing Body
Date of previous inspection	Not applicable
Telephone number	01582 600691

Pastures Way Nursery School and Children's Centre was registered in 2004. The nursery provides care for children under the age of three and offers wrap-around care for children attending the onsite local authority nursery. Parents of children aged three- to five-years old also have the option to purchase additional hours alongside their funded entitlement. The nursery employs 14 members of childcare staff. Of these, six hold appropriate early years qualifications at level 2, and eight hold qualifications at level 3 or above, including one staff member who holds Qualified Teacher Status. The nursery opens from Monday to Friday, all year round, except for four weeks holiday. Sessions are from 8am until 6pm. The nursery provides funded early education for two-year-old children. It has close links with the onsite local authority nursery and children's centre.

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