

The Parish Nursery

Inspection report for early years provision

Unique reference number	EY285103
Inspection date	26/03/2009
Inspector	Alison Tranby Sturges
Setting address	Lower Lane, Haslingden, Rossendale, Lancashire, BB4 5RA
Telephone number	01706 222788
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

The Parish Nursery has been registered with Ofsted since August 2004. It is an established private day nursery situated in the semi-rural area of Haslingden, in Rossendale. The nursery serves a wide catchment area, being within easy access to motorway links. The nursery operates each weekday from 07.30 and 18:00, for 51 weeks of the year. The nursery is accommodated in detached single storey premises. Children have access to three playrooms and a central play area. There is a fully enclosed area for outdoor play.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 52 children may attend the nursery at any one time and of these not more than 31 may be under three years, and of these not more than 15 may be under two years. There are currently 55 children on roll, of whom 28 are in receipt of nursery education funding. There are no children currently in attendance who have identified additional needs, and a few children attending for whom English is an additional language.

The setting employs 11 members of staff and a cook; all staff have appropriate childcare qualifications and the management team consisting of three members of staff have attained a level 4 childcare qualification. The provision is also currently undertaking a quality assurance award with Lancashire County Council and is a lead practitioner setting for the local council.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. A strong emphasis on providing for the unique needs of each individual child ensures that all children are made to feel welcome and fully included. Their welfare needs are promoted well as the staff develop positive relationships with the children, care for them in a safe environment, supervise them well and promote their health and well-being effectively. The strong partnerships with parents and other agencies ensure that children receive the support they need which helps them to make good progress in their learning and development. The setting has effective systems in place to assess the quality of the service they provide and to plan and continually improve the provision. The provision is evaluated regularly and has the ability to identify areas for continuous improvement; they recognise, for example, that they wish to develop and participate in a healthy eating project.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure all staff have an up-to-date understanding of safeguarding children issues and are able to implement the safeguarding children policy and procedure appropriately.

The leadership and management of the early years provision

The staff team are well established and work well together to ensure that children receive good quality care. They are aware of their roles and responsibilities and follow effective policies and procedures in their day-to-day work with the children, ensuring that each day runs smoothly. The nursery has effective procedures in place to ensure that all staff caring for the children are suitable. They access training events frequently to ensure that they have up-to-date knowledge of childcare issues. The documentation which supports the care of the children is of good quality and well maintained. The staff supervise the children very well to keep them safe. In addition, clear risk assessments and daily hazard checks are in use, although these are not always rigorous enough to identify all potential hazards to children.

Parents have access to a wealth of written information about how the nursery is organised. The staff have a commendable partnership with parents and carers to ensure that children receive care which meets their needs and takes account of parents' views. The welcoming environment and positive relationships between the staff and parents allows for a good two-way flow of information and informal discussion on a daily basis. This ensures that parents are well informed about their child's routine and experiences and the progress they make. In addition, the nursery staff work alongside other professionals, such as specialised teachers and speech therapists, to offer children individualised support and ensure that their specific needs are met well. These positive partnerships make a strong contribution to children's progress and well-being, and ensure that children are fully included in the life of the nursery.

The nursery has well established and effective systems in place to ensure the continued development of the provision for the benefit of the children. The strengths of the setting and areas for improvement are regularly evaluated, ensuring the provider maintains and develops the provision. For example, they have expanded the outdoor play provision to include an outside classroom and have extended the baby room. There is a toy and book library enabling strong home links. By taking a positive approach to developing the quality of the service offered, the setting demonstrates a good capacity for continued improvement.

The quality and standards of the early years provision

Through an extensive range of play activities and good ,supportive, skilful staff, children are encouraged to make significant progress in their learning and development. The playrooms are well organised to encourage the children to make independent choices about their play and allow them to access a good range of age appropriate toys and resources. In the baby room, for example, the youngest children can use all of their senses to explore a range of objects made from natural materials in the comfortable and inviting soft play area. Toddlers thoroughly enjoy developing their creative skills through the well resourced craft area. Children aged over two years old are based in the lower and upper Tweenie rooms and enjoy the outdoor play provision. They enthusiastically contribute to planting seeds in the

vegetable area and accurately draw the seedlings and the final produce, such as carrots and beetroot. Imagination and creativity are encouraged through recalling the story of 'Goldilocks and the three bears', using resources such as porridge, sequenced sized bears, bowls and spoons. Skilled staff contribute and assist children to participate in the 'Grand Prix', creating a starter flag from a wooden spoon and paper whilst children line up the remote control cars.

Staff interact well with the children to encourage their thinking and learning. Babies and young toddlers, for example, are encouraged to communicate as the staff sing with them, share books and talk to them to encourage their responses. Older toddlers show good levels of independence as they are able to self register, select their own snack time and assist with caring for the pet tortoise or setting the dining table. Mealtimes are sociable occasions and staff are seated nearby to support children who may need help. Through skilful questioning by the adult, children discuss rain, sun and soils in relation to how the seedlings can progress. Children measure the depth of soil before planting the seeds, water them to ensure growth and regularly measure the emerging green shoots. Children play well with each other and have good levels of cooperation as they take turns planting and watering the seeds. They are helped to develop their numeracy skills when counting the seeds, measuring the depth of soil and negotiating quantities of soil required to cover the seeds.

Children's welfare is well promoted. The children are provided with healthy and nutritious meals and snacks which benefit their health. Children's individual dietary needs are accommodated well. All children, including the babies, are encouraged to spend some time outdoors each day, either in the designated play areas or during walks in the nearby area, allowing them to benefit from fresh air and exercise. Children with specific individual needs are supported well by the staff who work closely with parents and others to provide individualised care and ensure that they make good progress. A wide range of toys, books and resources reflect the children's own family backgrounds as well as others, helping them to feel welcome and become aware of diversity. In addition, the children take part in celebrating festivals which reflect their own cultural beliefs and help them to become aware of differences.

Staff are confident with observation and assessment processes and use the information gathered to assess and plan for the next stages of children's individual learning. Written records reflect the practice, demonstrating children's progress in each of the six area of learning. Overall, children are progressing well and are confident and secure whilst developing a good range of skills to benefit their future well-being.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met