

Bury College Nursery

Inspection report for early years provision

Unique reference number EY281471
Inspection date 14/12/2009
Inspector Cynthia Walker

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Fisherfield Farm Nursery Ltd is privately owned and was registered in 2004. The nursery is based in a pre-fabricated detached building in the grounds of Bury College, which is situated in close proximity to Bury town centre. Children have access to four playrooms, a sleep room, a sensory area and supporting facilities. There are two fully-enclosed outdoor play areas. Sessions are from 7.30am until 6pm, Monday to Friday, all year round except for the week between Christmas and New Year and Bank Holidays.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 53 children may attend the nursery at any one time. There are currently 68 children on roll, all of whom are in the early years age range. The nursery is used by students from the college and families from the local area and wider community. The nursery supports children with English as an additional language and children with special educational needs and/or disabilities. There are 18 staff that work with the children, of whom over half hold appropriate early years qualifications. The nursery provides funded early education for three-and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in the nursery and make good progress in their learning. Overall, staff provide interesting learning opportunities to meet all children's needs. The nursery is efficiently promoting the children's welfare, for example by having clear safeguarding procedures. Excellent links with parents and carers enable the nursery to ensure the needs of all children are met by valuing each child as a unique individual. Comprehensive evaluation provides an accurate record of the nursery's strengths and weaknesses, which clearly identify targets for the future, and the nursery is successful in sustaining improvements in most areas.

What steps need to be taken to improve provision further?

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

- review teaching methods to ensure adults challenge and extend children's thinking and learning within all activities
- develop further the organisation and presentation of the learning environment within all areas of the nursery to ensure the individual needs of children are met.

The effectiveness of leadership and management of the early years provision

The provider and staff are focused in helping children make good progress in their learning and development, and efficiently promote their welfare. Documentation which is required for the safe and efficient management of the nursery is very well organised to promote all aspects of children's needs. All staff have attended relevant training to ensure they have a good understanding of child protection, to enable them to effectively safeguard the children in their care. There is a robust recruitment and vetting procedure, which maintains the suitability of staff and promotes the children's safety. The nursery is committed to the continued professional development of the staff team and a training database is kept on computer. Detailed risk assessments ensure staff take effective action to manage and eliminate identified risks within the nursery.

The staff have a clear understanding of their provision's strengths and weaknesses and are very committed to their ongoing improvement, which is reflected in their thorough and detailed self-evaluation documentation. The involvement of staff, parents and the local authority provides an analysis of what is needed to secure further improvement. The nursery is creatively organised into separate learning areas, to enable children to make independent choices about their learning and play, and the appropriate deployment of staff is supporting the outcomes for children. However, recent changes in parts of the nursery have had some impact on the organisation and structure of this area, and the presentation of activities and resources does not consistently sustain the children's interest and impacts on the quality of the learning environment. The nursery has established effective relationships with external services to ensure children receive the support they need.

Parents and carers receive excellent information about the nursery, which includes a highly effective parent and child induction procedure to support the children's introduction to nursery. This ensures that staff have a clear understanding of children's backgrounds and needs, through the completion of detailed documentation, which includes an initial child profile, and useful discussions with parents and carers. Parents and carers are well informed about their children's achievements, well-being and development by accessing their developmental records at six-monthly parents' evenings, where they receive a detailed overview of their children's learning in all areas, and they are aware that they can discuss these records at any time during the year. They are encouraged to be involved in supporting their children's learning, as they receive an 'activity at home' sheet which supports all new topics, and they are being actively encouraged to share any interests or relevant information linked to the planned activities, which are displayed on the individual rooms' notice boards as topics are introduced.

The quality and standards of the early years provision and outcomes for children

The staff team has a good knowledge of the learning and development requirements, and is effective in promoting children's learning both in- and outdoors. Detailed observation and assessment procedures ensure key staff establish a thorough knowledge of their individual children's future learning. Regular spontaneous observations are completed and are analysed at the completion of each topic; this information is used to identify children's next steps in learning within the planned focused activities and areas of continuous provision. All staff are involved in planning, which includes the activities for indoors and outdoors. Staff provide a good balance of adult-directed and child-led activities, which enables children to have an enjoyable and challenging experience. The nursery provides an interesting and welcoming environment, which reflects the children's backgrounds and wider community.

Staff actively listen to and positively interact with children at activities, and encourage children to have a positive attitude to learning. However, teaching methods do not consistently extend and challenge children's learning and development during activities within continuous provision and the daily routines. Children enjoy their learning and are active in taking responsibility for choosing what they do. They use language to negotiate at activities, as they ask each other to swap resources whilst building models, and give clear explanations about resources in the small world as they explain that they are making a gate to make sure the animals stay in the farm. Children enjoy looking at books and are encouraged to become involved in the narrative by recognising the different characters. Younger children explore the sensory room with great delight, watching with amazement as the light reflects on the curtains and becoming fascinated by their reflections in the mirrors. Children are developing their skills with the computer as they access a range of simple programmes with some support. Younger children enjoy participating in simple rhymes by gently moving their bodies to the rhythms and clapping their hands in response to different actions, whilst the older children enthusiastically participate in a wide range of songs.

Children are confident in their relationships, which gives them a strong sense of security and belonging and makes them feel happy and safe. They behave well and have a good understanding of their responsibilities, as they share resources and take turns. Children have established positive relationships and play cooperatively at activities such as construction. They demonstrate a good understanding of safety issues whilst pretending to bake buns made of play-dough in a toy oven, as they explain to staff that they are too hot to eat because they have been in the oven. The provision of well-balanced and nutritious meals and snacks enables children to make healthy choices about what they eat and drink. Daily access to the interesting outdoor area provides opportunities for children to be active and understand the benefits of physical activity. Young children develop skills with balls as they throw them, and become very excited as they manage to successfully kick the balls. Access to a good range of resources reflecting the wider community, and involvement in activities linked to 'celebrations' which are reflected

in colourful displays within each room, enables children to develop a good understanding of diversity.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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