



## The Parish Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY285103
<b>Inspection date</b>	27 March 2006
<b>Inspector</b>	Jannet Mary Richards
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<b>Registered person</b>	Deborah Ann Clough
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

The Parish Nursery is an established private full day care children's 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 from Monday to Friday between the hours of 07.30 and 17.45, for 51 weeks of the year.

The nursery is accommodated in detached single storey premises. There are three

group rooms accessed from a central play area. There is a fully enclosed area for outdoor play.

There are currently 48 children on roll, of whom 17 are in receipt of nursery education funding. There are no children currently in attendance who have identified special needs. There are no children attending for whom English is an additional language.

A total of 12 staff work with the children, all of whom have appropriate child-care qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health is well promoted because the staff follow very clear and effective procedures to maintain a hygienic environment. In addition, the children learn how to take care of their own personal needs. They blow their own noses, brush their teeth after lunch, wash their own hands thoroughly, and understand why it is important to do this. Picture prompts around the bathroom area act as useful reminders for them.

The children benefit from the very healthy diet provided for them. Meals are nutritious and prepared daily using mostly fresh produce. Each day the children are encouraged to eat at least five portions of fruit and vegetables which are served attractively to encourage them to eat. The children discuss healthy eating during routines and as part of themed activities, enabling them to develop a good awareness of a healthy diet from a young age. Mealtime is a very relaxed, social occasion and every effort is made to promote mealtime as an enjoyable event. For example, flowers are placed on the tables, and staff sit with the children and chat to them as they enjoy their meal.

The children are encouraged to have fresh air and exercise every day when they play outdoors. They use a suitable range of toys and equipment, such as wheeled toys, balls and hoops to promote a range of physical skills.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The children are very well supervised at all times to keep them safe. Risk assessments are clear and effective in minimising hazards for the children. At the time of inspection; however, two hazards were identified which need addressing in order to maintain the safe environment for children.

The nursery environment is very welcoming for parents and children alike. Children's own work, pictures, displays and useful information for parents are attractively displayed throughout the nursery. The nursery rooms are organised to allow the children to reach a wide range of toys and resources which are suitable for their age and stage of development. The rooms for the younger children are filled with

interesting objects to encourage the children to use their senses and exploration skills. For example, large boxes serve as places for children to climb in and out of, metal objects hang from radiators to encourage the children to explore sounds, and silky scarves and soft cushions are placed in a cosy seating area. The room for older children is organised into areas to promote children's learning, enjoyment and choice. The outdoor area at the present time; however, is less interesting for the children.

The staff know and understand about child protection issues and procedures in order to safeguard the welfare of any children they care for.

### **Helping children achieve well and enjoy what they do**

The provision is good.

The children are very happy and thoroughly enjoy the time they spend in the nursery. The children settle very well in the care of the established staff team, as settling in procedures are very effective. The children and staff share warm and caring relationships which are very positive. The key person system is very effective as the staff know the children well and meet their individual needs very well. Staff spend most of their time interacting with the children, supporting them as they play and ensuring that they have fun during their time at nursery. The children feel safe and secure; they are able to explore their environment with interest and make good progress in their development.

The staff use the Birth to three matters framework to provide a very interesting range of activities for the younger children. For example, the children explore the different textures of items, such as dough, jelly and sand every day. They find out what happens when shiny objects in the water move around, and they engage eagerly in role play, enabling them to become competent learners. The staff observe the children each day and provide activities, which both interest them and promote their development very well.

### **Nursery Education**

The quality of teaching and learning is good. The children are making good progress towards the early learning goals because the staff plan and provide a stimulating range of activities linked to the six areas of learning. The children are developing a positive approach to learning because they can access a good range of well organised resources which allows them to initiate their own play and learning experiences. The staff are skilled at following the children's interests and providing activities which challenge the children and which they enjoy. They observe the children regularly and plan for the next steps in their progress. Although, written assessments do not yet clearly show their development along the stepping stones to ensure that every aspect of development is assessed and planned for.

The children are developing a sound awareness of shape and number, though sometimes staff miss opportunities to develop this further by questioning the children as they play, and during the daily routines. Through interesting activities and first hand experiences, such as planting seeds and watching them grow, visits around the local area. They also learn through exploring a range of natural materials in the

nursery, with the children developing a good awareness of the world in which we live.

Children are confident in their use of spoken language; they develop good listening skills, particularly at story time which they clearly enjoy. The children's love of books is very evident as they eagerly look at some new books which have arrived in the nursery. The children learn that print carries meaning and that we write for a purpose when they engage in activities. Children initiate the activities themselves, such as writing party invitations and planning what they will make in the construction area. The children are very creative and use the well resourced creative workshop area to explore and experiment with a wide range of media, expressing their own thoughts and ideas. They are proud of their work, they enjoy showing it to others and having it displayed for all to see. The children enjoy role play to act out familiar scenes and create simple story-lines, such as preparing for, and having a party with their friends. They use their fine motor skills very well; engaging in activities, such as wrapping the parcels for the party, cutting the cello tape and using pencils to write the invitations. They have a suitable range of activities to develop their large motor skills, both outdoors and within the nursery.

### **Helping children make a positive contribution**

The provision is good.

Children's individual needs are well met because the staff treat each child as an individual and discuss children's needs thoroughly with parents and carers. There are appropriate systems in place, along with trained staff, to support children with identified special needs.

The children behave well in the very positive environment created by the staff which fosters their spiritual, moral, social and cultural development well. They enjoy the praise and encouragement they receive and follow simple rules well. For example, they learn to take turns and show respect and care for each other, when they help others to find toys.

They have many opportunities to learn about different people in the world around them as they play with a good selection of resources reflecting race, culture, gender and disability. This awareness is extended through planned activities linked to the celebration of festivals, such as Chinese New Year and Eid.

Partnership with parents and carers is good.

The staff work very effectively alongside parents to ensure that children are cared for according to home routines and in response to parents' wishes. Very good quality written information in the form of daily diaries, newsletters and nursery policies, along with the daily exchange of information ensures that parents are well informed about what their children do in the nursery. Parents are consulted well and invited to contribute to children's developmental assessments. The good partnership contributes well to children's learning as parents are invited to do activities at home with the children. These activities are linked to what they are currently learning in the nursery.

## **Organisation**

The organisation is good.

Children's care and learning is effectively promoted through the good organisation of the nursery. The established staff team know each other well and communicate well, ensuring effective teamwork so that the nursery day runs smoothly. They are a committed team who regularly attend training to develop their knowledge of child care issues and put into practice the things they have learned. The staff working with the children under 3 years. For example, they have embraced the Birth to three matters framework to plan and provide a wide range of activities, which are well suited to the developmental stages of the children.

The staff team have been particularly successful in organising the three play rooms into exciting and stimulating environments for the children to explore.

The leadership and management of the nursery education are good. The staff are well supported in the delivery of play and learning activities. They attend training on a regular basis and implement what they have learned effectively into the delivery of the curriculum to benefit the children.

The documentation relating to the care of the children is well organised and maintained, with one minor omission at the time of the inspection.

Overall, the needs of all children who attend are met.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop the outdoor play area to create a more child-centred outdoor environment
- ensure that the carpet in the baby room is made safe, that harnesses on high chairs are used routinely, and that consent for medical treatment in an emergency is obtained to continue to provide a safe environment for children

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to build on the assessment systems in place, to provide greater clarity about children's progress along the stepping stones in order to further inform the planning of the next steps in their progress
- make more of the opportunities to question the children as they play and during daily routines to develop their mathematical and problem solving skills further.

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