

# Yarrow House Nursery School

Inspection report for early years provision

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<b>Unique reference number</b>	EY410548
<b>Inspection date</b>	18/07/2011
<b>Inspector</b>	Jean Thomas

<b>Setting address</b>	80a Manchester Road, SOUTHPORT, Merseyside, PR9 9BJ
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<b>Type of setting</b>	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

Yarrow House Nursery School has operated under the current company since 2000. The nursery moved to new premises and the current registration is from 2010. The nursery operates from six rooms, is accessible to all children and there is a fully enclosed area available for outdoor play. It is based within walking distance from the town centre of Southport in Merseyside.

The nursery opens Monday to Friday all year round from 8am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 104 children may attend the nursery at any one time, of whom 88 may be on the Early Years Register. There are currently 188 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 29 members of childcare staff. Of these, 25 hold appropriate early years qualifications. There are two staff with Early Years Professional Status, four staff hold childcare degrees and one is a qualified teacher. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in this very caring and inclusive nursery. Staff recognise the uniqueness of each child and plan to support children's progress towards the early learning goals. Staff safeguard and promote the welfare of children. The systems to ensure continuous improvement are effective, which promotes positive outcomes for children. Exemplary systems are in place to work in partnership with parents to promote continuity and progression in children's learning and development.

## What steps need to be taken to improve provision further?

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

- ensure consistency in staffs' understanding of all aspects of the safeguarding procedures
- make effective use of the resources available to provide suitable sleeping arrangements and review the deployment of staff at sleeping times
- use a consistent approach to the gathering of information when children start to establish their starting points across the six areas of learning to inform their initial planning.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded at the nursery. Robust procedures are in place to employ suitable persons to work with children and to ensure their ongoing suitability. Staff undertake additional safeguarding training. Designated staff understand their responsibilities to safeguard children and capably describe procedures for working with relevant agencies to protect children from harm or neglect. However, there are a few inconsistencies in staff's understanding of aspects of the nursery's safeguarding procedures. Comprehensive risk assessments are in place and the premises are checked daily to avoid accidents. All regulatory documentation is maintained for the safe and effective management of the provision. The staff are vigilant about hygiene to help prevent the spread of infection, for example, adults remove their shoes so that the floor where babies crawl is kept clean.

The provider and manager drive ambition well and are very focused on improving the opportunities they provide for the children. The provision is evaluated from different perspectives including seeking parents' views as part of the process. Improvements have continued to be made to the facilities since moving to the new premises. For example, the design of the outdoor areas which now provides an exciting and well-resourced environment to promote children's desire to experiment, explore and enjoy being physically active. The highly qualified team of staff have ongoing opportunities to continue their personal development. This significantly contributes to the improving of children's learning and development opportunities. For example, staff attended training on developing children's language and communication skills, as a result they have made home learning resources bags to further promote this aspect of development.

There is a dedicated and shared commitment to the promotion of equality, inclusive practice and the recognition of each child as an individual. Staff seek guidance from parents to support children where English is an additional language or they are bilingual. Staff learn key words and familiar songs. They have made dual language books of children's favourite stories, such as the one about a bear hunt. There are highly effective partnerships with professional agencies such as speech therapists and the local special needs co-ordinator to support children with specific learning needs and/or disabilities. Staff understand that individual children have preferred styles of learning. They provide resources and use innovative ideas to engage children's interest. For example staff created a number and letter card game incorporating the 'super hero' characters. The nursery shares their knowledge and expertise with other settings and is used as a placement facility for students by the local university.

The nursery is a welcoming provision for all children and families. All rooms are thoughtfully set out to create an enabling environment. The rooms used for children aged two years and older have direct access to their outdoor play area. There is a separate outdoor area for the younger children. The nursery has a wide range of resources to support children's learning and development and to meet their individual needs. However, at times the resources for sleeping arrangements

are not best used and staff deployment at such times is not effective.

The partnership with parents is excellent. Information is both gathered from, and shared with, parents to ensure that the changing or developing needs of children are continually met. Parents have excellent opportunities to contribute to their child's learning and development through ongoing access to their child's learning profile, parents' evenings and daily discussion with staff. There are many examples of the ways parents participate in nursery activities, including being invited to submit ideas for the planning of activities and participating in the parents' group which discusses the organisational aspects of the nursery life. Parents and extended members of the families are invited to share their skills to enhance children's experiences, for example giving guidance with the gardening activities and reading stories. Parents are extremely pleased that their children are happy at the nursery and comment that they are 'amazed' with their progress. Strong links are in place with schools that children will attend to make their transition to their next stage of education happy. This includes visits to the nursery from the feeder schools to enable children to meet their new teachers, using photographs and school web sites on the internet to support children's understanding of the new setting they will be attending. Ongoing contact systems are in place to share information with other providers delivering the Early Years Foundation Stage to nursery children. Staff effectively use this information to complement children's learning experiences to promote their development.

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

Children make good progress in this stimulating environment. Key persons know their children well and are aware of their individual needs, interests and preferences. Staff strive to ensure that children have fun and enjoy all aspects of their time in the nursery. Children have trusting relationships with the staff; consequently, they play in an enthusiastic, confident and uninhibited manner.

Staff observe children during play and record their achievements. They track children's progress using the Early Years Foundation Stage development matters guidance and plan for the next steps in learning and development. This information and knowledge of children's interest is used to formulate the weekly planning. The older children are actively involved in the planning process by putting forward their suggestions and ideas on what they want to do. As children progress through the nursery staff build on the record of children's achievements to support their continued development. Transitional arrangements are in place to help children as they move onto their next care room. At this point their new key person completes a detailed assessment across the six areas of learning. However, a similar system is not used when older children commence at the nursery to establish their starting points to inform the initial planning across the six areas of learning.

Children develop skills for the future through the range of activities provided such as, exploring technology by using the computer wall board, programmed and

interactive toys. The adults interact extremely well with the children, extending their vocabulary and encouraging them to investigate and explore. They ask them questions to extend their thinking, for example, about counting or comparing sizes. Each room has an attractive and comfortable book area where all ages of children relax and enjoy looking at books either independently or as a shared experience with staff and friends. The older children's story time is lively as the story is told with such enthusiasm to capture their interest. Children develop hand-control needed for later writing as they use a range of tools in art and craft activities. Many of the older children are proficient in labelling their own work and recognising their name and the names of their friends. Babies enjoy mark making, such as in making patterns in the shaving foam, sand and paints. The value of learning through sensory activities is fully embraced and reflected in the resources available both indoors and outside. Children are creative because from an early age they have many opportunities develop their own ideas using a wide range of materials.

Children develop an excellent awareness of a healthy lifestyle. The nursery have received an 'Appetite For Life Award' for promoting healthy lifestyles. In all types of weather children thoroughly enjoy robust and energetic play in the outdoor area. They learn how to dress appropriately for the different weather conditions. They have the space to be exuberant and expressive in their movements. While pursuing this energetic play children learn how to play safely through staff's guidance. Children's understanding of healthy eating is extremely well promoted through planned activities, such as preparing snacks, and they have started to grow vegetables. Children are provided with a nutritionally balanced diet. The meals are freshly prepared and cooked on site. From an early age children show that they are very familiar in following personal hygiene procedures, such as washing their hands after nappy changing without prompt from staff. Children are extremely well behaved and thoughtful. They show consideration towards each other in play and obviously enjoy each other's company. Children follow examples shown by staff, who are good role models. Planned activities and resources reflecting diversity of society are integral to children's daily play to nurture their respect towards people who are different to themselves. Children are learning to consider sustainability and not to waste the earth's resources. They learn about recycling and take an active role in this. The children use recycled items creatively such as, making an aeroplane out of cardboard boxes in their role play.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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

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