

# Poulton St Chads Nursery

Poulton C of E School, Hardhorn Road, POULTON-LE-FYLDE, Lancashire, FY6 7SR

## Inspection date

Previous inspection date

22/03/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

|  |   |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 3 |
| The contribution of the early years provision to the well-being of children            | 3 |
| The effectiveness of the leadership and management of the early years provision        | 3 |

## The quality and standards of the early years provision

### This provision is satisfactory

- There are lots of opportunities for children to develop writing skills. This is an area of strength and children are making good progress.
- Children persist with challenging tasks and develop independence skills and this will help them when the time comes to start school.
- Developing partnerships with external agencies help the staff to share good practice and ensure that the children have opportunities to experience a wide range of activities.

### It is not yet good because

- The recruitment of staff and monitoring of their performance is not sufficiently robust.
- Not all children receive the additional support they need to make good progress in all areas of learning. Opportunities for children to use their home language are limited.
- Some aspects of understanding the world are not effectively supported, for example, the outdoors offers limited opportunities to explore the natural world and resources that promote an understanding of diverse cultures are few.
- Observations of children's learning are inconsistent and are not regularly shared with parents. Parents are not encouraged to share what they know about their children or to contribute their views to an evaluation of the nursery.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed children and staff engaged in activities.
- The inspector spoke to staff, the manager and the registered person.
- The inspector sampled a range of documents, including staff files, risk assessments and fire safety records.
- The inspector examined children's learning records and information given to parents.
- The inspector spoke to children and parents.

## Inspector

Valerie Aspinall

## **Full Report**

### **Information about the setting**

Poulton St Chads Nursery was registered on the Early Years Register in 2012. The setting is managed by an independent provider. It is a purpose built, self-contained nursery with a playroom and outdoor area in the grounds of Poulton St Chad's school in Poulton-le-Fylde, Lancashire. Children also have use of the school hall, information and communication technology suite, school playground, field, multi-use games area and garden.

The nursery is open Monday to Friday from 7.30am to 6pm for 51 weeks a year. Children are able to attend full-time or for a variety of sessions. Six staff are employed, the manager is qualified to level 6 with Early Years Practitioner Status, and four other members of staff hold qualifications at level 2 and above. Children attend from age two to five years and funded sessions are available for two-, three- and four-year-olds. The nursery receives support from the local authority.

### **What the setting needs to do to improve further**

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure information is recorded about the recruitment and vetting of all staff. In particular, ensure appropriate references are obtained for each member of staff
- ensure that children who are identified as requiring specialist support receive appropriate help. Discuss individual children's requirements with parents and carers and seek the advice and guidance of relevant agencies
- provide opportunities for children to develop and use their home language in play and learning.

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

- develop further the staff supervision procedure by identifying areas for development and setting specific targets to help staff to improve
- provide a wider range of resources to further promote children's understanding of diversity and so further extend their knowledge of the wider world
- involve further parents by asking them to contribute to an evaluation of the nursery and regularly share the observations of children's learning with them
- develop the methods of observing children's learning by linking them to the stages of development in 'Development Matters in the Early Years Foundation Stage'. Identify the next steps in children's learning and plan activities to help them to make progress
- develop the outdoor space to enable children to explore and investigate the natural world.

**Inspection judgements**

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

Staff respond to children's interests and plan activities to enhance their learning. For example, after a child brings in a favourite book to share on World Book Day, staff plan a range of activities to extend the children's interest. They take the children on a walk to

find ingredients to make the 'witches potion' and use the props to retell the story. Children delight in adding items to the cauldron and pretending to be turned into frogs and then, they hop to the bathroom to wash their hands before lunch. Children learn to count when they pretend to cut up birthday cake into slices and staff help them count the candles.

There are lots of opportunities for children to develop writing skills. They make marks in flour as they prepare to make play dough, write their names in Easter cards and try to copy their names from name cards. Staff explain to older children how to form the correct letter shapes. Consequently, this is an area of strength and children are progressing well. However, there are weaknesses in other areas of learning, such as some aspects of understanding the world. There are few resources or planned activities to promote diversity. As a result, children have limited opportunities to learn about the wider world and celebrate the similarities and differences between people.

Staff make note of what children can do by writing observations and taking photographs, however, they are not fully evaluated to assess the specific progress children are making. Teaching is satisfactory, however, next steps in children's learning are not always clearly identified, as a result, not all children receive the targeted support, which they need to help them to make good progress. Children who speak English as an additional language are encouraged to develop their acquisition of English, however, they are not as well supported in celebrating and using their home language. Consequently, opportunities for all children to benefit from learning simple words in languages other than English, are missed. In addition, parents have not been encouraged to share what they know about their children's development when they start the setting and as yet, they have not been given precise information about how they are progressing. Therefore, parents are not fully supported in helping their children to continue learning at home.

### **The contribution of the early years provision to the well-being of children**

The indoor nursery environment is bright and attractive. A generally good range of resources are available for children to independently access. However, outdoors is less well developed. Children have limited opportunities to explore the natural environment as plans to create interesting areas, such as a mud kitchen and secret garden have not yet begun. Children play outside everyday in all weathers and are able to ride bikes and run around. This helps to promote an active lifestyle and so contributes to their good health. The meals and snacks provided are nutritious and include fresh fruit and vegetables daily. Children pour their own drinks and clear away their own plates and cutlery. Staff encourage them to try and open their own yoghurts, helping only when required. Consequently, children persist with challenging tasks and develop independence skills and this will help them when the time comes to start school.

Staff respond appropriately to children and form warm and responsive relationships with them. They understand that listening to children and making them feel important contributes to their well-being. Consequently, children enjoy spending time talking with staff and confidently ask for support if they need it. Staff encourage children to help to tidy up and praise them for their efforts, they use phrases, such as 'good listening!' to reinforce appropriate behaviour. As a result, children behave well and play cooperatively

together in a calm and happy environment.

Partnerships with health professionals are developing and staff are pro-active in seeking specific support to ensure that they can meet the individual needs of most children. Staff work closely with some parents to develop appropriate care plans and gather information about children's likes and dislikes prior to their starting date. Flexible settling-in sessions ensure that children quickly adjust to nursery life.

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

The nursery provides a safe place for children to play because staff undertake daily risk assessments that consider all aspects of the indoor and outside environment. Staff have appropriate first aid certificates and food safety training. Regular fire drills are practised in conjunction with the adjacent school and appropriate records are kept with regard to medicines administered and accidents that have occurred. Staff have a sound understanding of safeguarding and are able to identify possible signs of abuse, they know who to contact should they have specific concerns. Consequently, children are kept safe from harm.

The newly appointed manager has a good understanding of the nursery's strengths and areas for improvement. Plans are in place to improve the identified areas for improvement but they are not yet rigorously implemented. For example, to develop the garden to allow children more opportunities to explore the natural environment. Sources of support for children who speak English as an additional language are being investigated. In addition, the manager is aware that the observations staff make of children are not fully effective in helping them to make progress and parents are not regularly updated about their children's ongoing development. The nursery is working towards the local authorities 'Step into Quality' award and this is helping the whole team to reflect on their practice. However, currently, parents and children have not been asked to contribute their views to an evaluation of the nursery. As a result, the evaluation lacks the necessary rigour to identify all priorities for improvement.

New methods of supporting staff have recently been introduced and external training courses are offered to help staff develop their knowledge and skills. The manager has begun one to one meetings with staff and plans to complete regular appraisals. However, in some cases, the information discussed lacks the clarity to ensure staff understand what they need to do, in order to improve their practice. In addition, although, staff have been subject to Disclosure and Barring Service checks, additional recruitment information has not been recorded appropriately. Consequently, it is unclear whether the suitability of all staff has been robustly checked.

Partnerships with health professionals are developing, as are links to the adjacent school. There are plans to include nursery children in school assemblies and sports day. Teaching staff visit the nursery, in particular, the foundation stage teacher who has offered support in developing effective methods of observation and planning. The local library service also visits the nursery as part of the 'Book start' scheme. A drama teacher provides a weekly

drama session for the children. The partnerships that are developing, help the staff to share good practice and ensure that the children have opportunities to experience a wider range of activities. This will help children to make a smooth transition to school when the time comes.

## What inspection judgements mean

### Registered early years provision

| Grade   | Judgement    | Description   |
|---------|--------------|---|
| Grade 1 | Outstanding  | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.  |
| Grade 2 | Good         | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.  |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.  |
| Grade 4 | Inadequate   | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met     |              | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.   |
| Not met |              | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.   |

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

|                                    |                              |
|------------------------------------|------------------------------|
| <b>Unique reference number</b>     | EY452962                     |
| <b>Local authority</b>             | Lancashire                   |
| <b>Inspection number</b>           | 909478                       |
| <b>Type of provision</b>           |                              |
| <b>Registration category</b>       | Childcare - Non-Domestic     |
| <b>Age range of children</b>       | 0 - 5                        |
| <b>Total number of places</b>      | 24                           |
| <b>Number of children on roll</b>  | 25                           |
| <b>Name of provider</b>            | Poulton St Chads Nursery Ltd |
| <b>Date of previous inspection</b> | not applicable               |
| <b>Telephone number</b>            | 07725841974      01253892647 |

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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