

# The Parish Nursery

Lower Lane, Haslingden, ROSSENDALE, Lancashire, BB4 5RA

<b>Inspection date</b>	21/02/2014
Previous inspection date	26/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff provide an excellent variety of stimulating activities in an exciting and extremely vibrant learning environment. Because of this, children are highly motivated to be actively involved in their learning, leading to them making excellent progress in their development.
- Children's well-being is promoted through excellent healthy menus and children are provided with exceptional support to develop their independence. This gives children the highest level of confidence to be vocal and making their own decisions.
- Children's emotional well-being is given the utmost priority at all times. This results in them being extremely happy, very settled, secure and highly confident to learn and explore their environment, preparing them well for the next stages in their learning.
- Partnership with parents is highly valued and given full priority. As a result, parent's involvement and views are prioritised so that they share excellent information about their children and are actively involved within the setting.
- Leadership is inspirational, there is meticulous focus on monitoring, evaluation and reflective practice which ensures that staff, parents and children are fully involved in the setting's continual improvement, in the pursuit of excellence and to safeguard children.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector held a meeting with the provider and manager of the provision and spoke to staff throughout the inspection when appropriate.
- The inspector observed activities in three rooms used for the children's activities, including the baby room, the dining room and in the outside learning environment.
- The inspector conducted a joint observation with the manager.  
The inspector looked at documents and checked evidence of suitability and
- qualifications of staff working with children and the provider's evidence of self-evaluation.
- The inspector looked at children's assessment records and planning documentation.

## Inspector

Yvonne Holt

## Full report

### Information about the setting

The Parish Nursery has been registered with Ofsted since March 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 7.30am until 6pm, for 51 weeks of the year. The nursery operates in a detached single-storey premises. Children have access to three playrooms and a central play area. There is an enclosed area for outdoor play and children can freely access these throughout the day.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 47 children on roll. The setting provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The provision is accessible to all children.

The setting employs 12 members of staff including a domestic assistant and a cook; all staff have appropriate childcare qualifications. The management team consists of three members of staff, two of whom have attained a degree qualification at level 6, one at level 4 and all others at level 3. The setting has achieved a quality assurance award with Lancashire County Council and is a lead practitioner for the local council.

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

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

- consider further enhancing the already outstanding practice by reviewing how background music is used to support children's learning styles so children's needs are even better met.

### Inspection judgements

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

The highly skilled staff have an excellent understanding of the learning and development requirements of the Early Years Foundation Stage. They plan and provide a superbly rich variety of challenging activities. Planning is highly focused and purposeful with teaching being outstanding. The vibrant environment, both inside and out, is exciting and highly stimulating and is a significant factor in children being motivated in their learning. Children make excellent progress and their individual learning needs are exceptionally well met. Planning is based upon children's individual next steps, which are identified by their key person. Children are closely monitored by their key person and supported by management and the nursery special educational needs coordinator to ensure they are always given the

opportunity to achieve their optimum potential. All children access the outdoor area from all rooms, inclusively, via low-level ramps. They are actively encouraged to help the staff risk assess the ramps for frost and being slippery. This supports them even further in their ability to develop excellent self-help skills and further their superb independence. Consequently, contributing towards their school readiness. Easy access to the outdoors ensures that children are able to learn by playing and exploring and so creating a broader opportunity to develop their creativity and thinking skills. Key persons carry out meticulous observations and sharply focussed assessments of each child's abilities. These are recorded in their individual development journeys, where their continuous progress in all areas of learning is regularly updated and tracked. This ensures children's progress is ongoing and teaching is matched to their identified needs.

Children experience an exciting and richly resourced learning environment, which is well organised enabling them to freely choose resources to support their play and learning. Children are continuously challenged in their learning and development, supporting them to become motivated learners and helping them to make rapid progress. Staff are highly attentive towards children's needs and understand the importance of the good teaching in supporting their communication and language skills at all times, especially for those children learning English as an additional language. For example, children who have English as an additional language have their own individual 'Home to Nursery' support books, which they have made with the help of their parents. These visual and electronic audio support books are tailored to the child's unique personal family and home and are an excellent support in the development of English and their home language. The variety of exciting displays on the wall for the children and parents to see and talk about include pictures of a recent forest trip they took part in. Additionally, there are photographs of children taking part in the ongoing 'school ready' swimming project. Labels in the environment are displayed in dual languages, promoting all children's understanding and awareness of different languages. Staff make excellent use of open questions with children during their play as they engage them in practising their increasing language skills. Children are encouraged to join in conversations and are given enough time to think about what they want to say. The environment is rich in print and staff encourage children of all ages to draw, write and make marks, consequently they develop those skills necessary for early writing and literacy. An excellent selection of books, both fiction and non-fiction, are available in all rooms and children independently select these at all times to share with the staff. There is a lending library for parents with parents being active in using the library with their children as a learning resource. One parent says, 'My son uses the books all the time' and 'We always have to choose a new book before we can go home'. The baby room is a wonderful welcoming, spacious and bright area with a dedicated sleep area to maintain a consistent approach to babies sleep patterns depending on the parent's wishes. Parents' choice is an utmost priority and a major feature in the warm and relaxing environment for the under twos. Whilst being a place for children to be nurtured and safe, staff plan the room to provide areas of high stimulation that encourage the children to develop their learning as they are inspired to play and explore. This means children actively seek out new ways to further their superb learning and development. There is ample space for children to wander and grow in confidence whilst the open planning of the room lends itself to children always being within sight of the expertly skilled staff ensuring safety at all times and their learning promoted. Excellent systems are in place to share information with parents about their child's daily care and

learning with a summary of progress shared with parents every three months to keep them up to date.

Children are exceedingly well prepared as they get ready to move on to other settings and into school. One of the contributing factors in this exceptional preparation is the way the nursery places such high priority on children gaining independence in everything they do. The programmes employed by the nursery are exemplary and result in children being exceptionally confident. For instance, lunch time becomes an enhanced learning activity as all the children are learning about taking turns, being aware of others needs and space and, making informed choices. Children attend to their personal hygiene and dressing needs and are learning to recognise and beginning to write their name, develop counting and other mathematical skills whilst learning how to concentrate for group activities as they make superb progress in their learning and development.

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

Staff work exceptionally well together with a full understanding of the importance of the key person system in supporting children's emotional well-being. Transition visits into the setting or between rooms are gradual and extremely well supported. Consequently children's emotional well-being is given top priority by the staff. This is effectively supported through the outstanding key person system which ensures that all children develop a supportive attachment to a named staff member. Parents share comprehensive and detailed information about their child's care and learning needs with the key person, on joining the nursery. The child's level of well-being is shared with parents every day. This helps to establish the excellent transition progress and informs settling-in visits. As a result, this extremely sensitive process results in children being very happy, highly settled, secure and confident to learn and explore their wonderful environment. Consequently, preparing them well for the next stages in their learning. When children are ready to move on to school, smooth transitions are supported to an extremely high standard. Teachers come in to the setting to visit the children and detailed transition documents are shared, with parental consent. This ensures that children are effectively supported and that their move to school is a highly positive one.

Children have a wealth of excellent opportunities to develop their independence and self-help skills. This is because staff know the children exceedingly well and recognise when they are ready to take responsibility, such as managing their own hygiene needs when using the bathroom, washing their hands or brushing their teeth after their lunch. Babies are supported, as soon as they are ready, to feed themselves using appropriate cutlery. Additionally, older children delight in serving their own lunches using serving utensils. The learning environment enables children of all ages to independently select from the good quality resources of their choice, supporting them to extend their play and develop their imagination. Although, music is sometimes playing in the background. Positive behaviour is consistent with children happily playing games together and socialising in friendship groups at mealtimes. Children are polite and respectful and this is due to the extremely positive role modelling of the staff, who demonstrate high levels of respect towards one another. Children are secure and confident in everything they do and are curious to find

out by asking questions. These personal skills in managing their emotions and developing positive relationships support children extremely well towards the next stage of their learning, such as school.

Children enjoy fresh air and exercise every day, as all rooms open out directly onto the outdoor area. This gives children of all ages the choice of whether they prefer to play indoors or outdoors, supporting their developing physical skills and confidence as they have a wide variety of choice of what to play with in the outdoor area. For example, they choose from tyre swings, a mud kitchen and nature trail as they delight in exploring the outdoors and are inspired by the growing and the bug finding area. The innovative den area, consisting of a purpose-built bird watch, helps children to develop and build skills in patience and tenacity. All areas are risk assessed with the support of the children. The excellent planning of these activities and opportunities support children in taking safe risks and learning how to protect themselves from harm. Staff support children well in understanding the importance of a healthy diet through discussions about foods that are healthy and those which are not. A healthy, balanced menu is provided and children take part in growing vegetables outdoors, which are harvested and eaten.

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

All members of staff have a thorough and highly effective understanding of their roles and responsibilities in regard to safeguarding and promoting children's welfare. Staff receive regular training and are fully familiar with the child protection procedures. Comprehensive policies are frequently updated and staff are extremely confident of the need to follow these. The manager frequently reviews the excellent policies and procedures to ensure robust practices are followed. The management team provides strong, effective leadership, ensuring that all of the safeguarding and welfare requirements are met implicitly. Robust recruitment processes ensure that staff are appropriately qualified and meet stringent suitability requirements. New employees have a thorough and comprehensive induction to ensure they understand and meet the extremely high standards set by management. Continual monitoring by the management team and effective and frequent supervision, ensures that all staff maintain high possible standards of professionalism and integrity. Whole room and individual staff and peer observations are conducted, this is inclusive of the management team, praising effective practice and swiftly identifying and addressing any shortfalls in staff performance so children have the best possible quality of teaching. The manager is a lead practitioner for the local authority and is highly skilled in training staff from other nurseries.

Leadership is inspirational and it is clearly evident that the children and the quality of teaching are the first priority. There is a strong focus on self-evaluation and reflective practice and this ensures that parents and children are highly involved in the nursery's continual pursuit of excellence. Parents and staff are encouraged to continually contribute their views personally or through an in house comment board. Management and staff analyse these responses as a team and review how these are to be addressed to improve the already outstanding practice. This demonstrates the nursery's commitment to

continuous improvement and the high value placed upon parental involvement. The setting employs experienced, qualified and skilled staff, all of whom hold a childcare qualification. There are staff who hold qualifications at degree level. It is clear that this expert workforce use their training and experience to develop their teaching practice and the nursery's aspirations, through outstanding daily provision to support children in making the best possible progress. The management team closely monitor the planning and assessments of children's learning ensuring that all children are making rapid progress and that any child identified who needs additional support, receives this swiftly. Children's needs are quickly identified and they receive targeted support appropriate to their individual needs. All children records are meticulously maintained to ensure these reflect the children's learning needs at all times.

Parents highly value the positive relationships they have with the staff and the wonderful welcome they receive. Parental involvement is highly valued, their superb contributions noted through the information they share when their child first starts in the nursery. Additionally, observations from home and the parent's Saturday groups are all highly effective in building the strong relationships which are in place to support children's development across all areas of learning. Staff ensure that links with other professionals involved with the children they support, who have special educational needs or English as an additional language, are excellent in order to ensure each child's care and learning is fully catered for them to make the best progress.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY285103
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	861211
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	58
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Deborah Ann Clough
<b>Date of previous inspection</b>	26/03/2009
<b>Telephone number</b>	01706 222788

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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