

Yarrow House Nursery School

80a Manchester Road, SOUTHPORT, Merseyside, PR9 9BJ

Inspection date	02/04/2014
Previous inspection date	18/07/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
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The quality and standards of the early years provision

This provision requires improvement

- Teaching is good and children benefit from a range of planned and free-play learning experiences that support them to make good progress in their development.
- The effective key person system and the caring staff ensure that children are welcomed warmly. Staff engage parents well to allow them to gain an awareness of children's unique needs and preferences. This means that children enter happily and are settled and relaxed in their surroundings.
- Toys and equipment are presented invitingly, are easily accessible and developmentally appropriate to meet the needs of the children attending. Consequently, the children are motivated and eager learners, confident to explore and test things out.

It is not yet good because

- The owners have failed to inform Ofsted of a serious accident that occurred in the nursery which means they are in breach of the safeguarding and welfare requirements of the Early Years Foundation Stage.
- Management systems for retaining records regarding some staff are not consistently maintained. This means that they are not able to robustly evidence that qualifications and deployment of staff meet requirements and support the safe and efficient management of the setting.
- The ways for the children to use a wider range of information and communication technology in their play and in problem-solving situations has not been fully explored.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- Prior to the inspection, the inspector viewed the information about the provider and any information held by Ofsted. He also viewed the nursery's self-evaluation document.
- The inspector observed activities in five playrooms, the outside learning environment and viewed equipment being used on the day of the inspection.
- The inspector held meetings with the owners and discussions with several of the remaining members of staff. He also interviewed the deputy about the arrangements for supervising staff and monitoring the learning programme.
- The inspector discussed the procedures for dealing with accidents, safeguarding children and risk assessments. He viewed the evidence held regarding adults' qualifications, references of suitability and details of their Disclosure and Barring Service checks.
- The inspector viewed the regulatory records regarding the information required to be held about a child before they are cared for and the children's assessment and planning records.

Inspector

Frank Kelly

Full report

Information about the setting

Yarrow House Nursery School has been run by an independent company since 2000 and has been registered at the current premises since 2010. It operates from premises situated in Southport, Merseyside. The nursery serves the immediate locality and also the surrounding areas. It opens Monday to Friday from 8am to 6pm, all year round with the exception of bank holidays. Children attend for a variety of sessions. Children are cared for in six rooms over two floors and they have access to enclosed outdoor play areas. Access to the first floor is via a staircase. All other areas are fully accessible and the setting has assisted toilet facilities. There are currently 180 children in the early years age range attending. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports a number of children with special educational needs and/or disabilities. It also cares for some children who speak English as an additional language. There are currently 29 staff working directly with the children, of whom 28 have appropriate early years qualifications. Of these, the owner holds Qualified Teacher Status and Early Years Professional status. Another two staff have Early Years Professional status and one member of staff has Qualified Teacher Status. Four members of staff have an early years degree and another has a foundation degree. One member of staff has a qualification at level 4 and 16 staff have qualifications at level 3. Another member of staff has a qualification at level 2 and one member of staff is working towards a qualification. The nursery receives support from the local authority. It is registered on the Early Years Register and the compulsory part of the Childcare Register.

What the setting needs to do to improve further

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

- ensure that records for the safe management of the setting are maintained and available for inspection at all times; this includes the records of evidence relating to staff qualifications for all staff.

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

- increase the range of technological equipment available: use it to help children explore the ways that the equipment works and how to use it safely; plan activities to further enhance the children's communication and critical thinking, for example, by providing microphones and by using a digital camera for the taking and sequencing of photographs or a metal detector for a treasure hunt.

Inspection judgements

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

Staff organise the play environment very well at this nursery. Each room has a full range of equipment suitable for the developmental needs of the children. It affords them play experiences that span fully the seven areas of learning. Staff add enhancements on a daily basis and through the more structured planning of activities linked to themes, such as 'Spring'. For example, children in the pre-school delight in their role-play farm where they place real hay in a bucket and 'feed' the hobby horse. The use of resources that allow children to use all their senses enhances and encourages the children's independent exploratory natures. Babies who are not yet walking are motivated to crawl to reach attractive baskets of tactile materials and things that make noises, such as home-made shakers with leaves in. Staff add fresh interest by providing them with a tray of ice cubes to feel and explore. Teaching is good as staff recognise children's own investigative needs. They do not prevent them from lifting the tray to see what is underneath. Outdoors the older babies who are more active and mobile explore the planting area. Staff develop their curiosity by encouraging them to feed a ball into the tunnel in the ground. They squeal and point with delight when it reappears at the other end. Staff encourage them to repeat the actions aware that children's physical coordination is also being actively fostered. Children's learning is effectively supported in many planned and unplanned ways. For instance, the toddlers eagerly use a range of pens and paper to develop their early writing skills and create marks and pictures with, both indoors and outside. They use water and paint brushes on the fence. Their emergent literacy and name recognition is encouraged as they look for their photographs on their peg. This helps them develop an understanding about how labels carry meaning. It is progressed to introduce the child's name in writing, when staff feel children are beginning to show a familiarity in print. This allows the children to practise and consolidate their current knowledge about what they know and understand about symbols and the different ways they are presented.

Staff base their planning in two ways to support children's learning. They create activities linked to themes to provide a broader based curriculum and use their observations of children to identify activities linked to children's current interests or needs to support their next steps for learning. For example, when children mix brown paint in a floor tray to represent 'mud on the farm', staff encourage them to form letters and marks with their fingers. Staff seek good information from parents about the children when they first start to act as a base-line assessment. From this they plan and assess for children's future learning. In the main, regular assessment and reviews are evident in most children's files and staff use appropriate documents to support their evaluations of children's progress. They securely identify if children are operating within, above or below the expected stages of development. The setting has good systems for engaging with other professionals and parents should children require additional or specific support. Prior to this engagement of other professionals they implement a simple programme that focuses on supporting children to make specific progress over a short period of time. They use these plans to assess if the child needs additional support or if how the children have been previously supported has not engaged their preferred learning style. The setting also uses a useful document to record their assessment of children in relation to the required progress check

for children aged two, as required by the Statutory framework for the Early Years Foundation Stage. While the setting undertakes such checks it is to review training guidance previously followed to ensure that this specific review is not conducted on children until they reach the age of two.

Children throughout the day are busy and inquisitive explorers. They play constantly, moving freely around the playrooms and selecting activities they enjoy. For example, they build with blocks and fit jigsaws. Staff engage freely in planned and unplanned activities which help to foster the children's learning and development. For example, toddlers enjoy sharing books with their key person. Songs and stories extend the children's vocabulary and staff encourage children to explore letters and sounds in play. They make 'mmmmm' noises as babies eat their banana and pre-school children are encouraged to match words to letters, such as 'sssss for squirrels'. Pens, paper and other materials for making marks are accessible throughout the playrooms, along with sand and water to allow children to use their coordination and imagination. Technology is available in all rooms with simple books and toys that have buttons and flaps for the younger children to test. Staff allow children to operate the music player outdoors and staff scribe in pictorial form the stories about animals on a farm, using the interactive whiteboard. However, they have not fully explored the wider range of technology and how they can make it more freely accessible to children or how to use it in ways to enhance their communication and problem-solving skills. For example, karaoke machines and microphones to encourage children aged two to develop their language. For older children using the digital camera to take photographs and linking them to the interactive white board to discuss what they see. Staff are receptive to such discussions. Nevertheless children benefit from the activities they choose to play with and the good staff support and daily routines. It means they are developing well the skills and attributes that actively support their desire to learn. These provide them with the secure foundations that underpin their future learning and life skills.

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

The children's moves into nursery are based on the individual child's needs and growing confidence. Staff use the pre-start visits to build relationships with both the child and their parents. They seek and share information that allows them to ensure that children's unique needs are known and met. Each child has a key person who takes responsibility for undertaking any personal care and leading the coordination of the children's overall development. Consequently, children are settled, at ease and confident with the adults who care for them. Children with specific health needs have care plans created and information is shared across the staff team, such as with those that prepare meals and food. The procedures for administering medication are reflective of requirements and there are a number of staff who have an up to date first aid certificate. The policy for dealing with accidents is currently being revised and is to be shared with staff so that it is fully embedded for the future. On a day-to-day basis staff support children to adapt and take responsibility for their own care and safety. Children from pre-school are gently reminded about the consequences of rushing or jumping when going up and down the stairs.

Children enjoy their opportunities to be active as they have a range of outdoor equipment

that allows them to be energetic and move in many ways. Indoors, tentative walkers are supported to take their first steps. Outdoors the more confident walkers learn to negotiate the slopes as they move between the zig-zag fencing. This allows them to develop their coordination and learn to judge risks in a safe and controlled way. They hold onto the fence on the steeper inclines. Large climbing equipment provides the older children with thrills and a chance to extend their physical coordination, build their muscle tone and raise their heart rate. Projects about healthy eating, along with meals that are based on healthy options allow children to develop an awareness of healthy lifestyles. Children in the pre-school room discuss the colours and textures of vegetables they eat including green beans, sweetcorn and carrots. Staff extend their knowledge as they suggest that the 'pirates' from last week's activities might fish for tuna from their boat while at sea. This simple approach helps children to remember things and make connections based on their current and previous interests. Staff have high expectations for children as they encourage them to attend to their own dressing needs. They are encouraged to seek and hang up their coats and swap their wellington boots and shoes.

The setting has several children who have home languages other than English. Words, phrases and pictures are used daily in the different languages with all the children. Greetings in Latvian, French and Russian are encountered throughout the day. In addition children are supported to use some basic sign language. Some staff are multi or bilingual which shows that all parents and children are well supported and the setting provides an inclusive and welcoming environment. Resources are reflective of the diversity of the children attending and those within today's wider society. They support children to gain an understanding of difference. Staff promote children's personal and social development as they help them understand about turn-taking and helping each other. Children behave well and activities, such as helping to set up the tables and serve themselves at lunchtimes support their understanding of turn-taking and the needs of others. As a result, they are eager to help and wait patiently for their turn to serve their own meal. Visits to new playrooms in the nursery and close links with local schools support the different aged children well for forthcoming changes. It helps them to feel secure and prepares them for the next stage in their life, development and education.

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

This inspection was prioritised by Ofsted because concerns were raised about a serious accident occurring to a child while in the nursery. During the inspection the owner confirmed that an accident had occurred which had resulted in a child requiring hospital treatment. Following the accident the owner and staff investigated and found that the accident was not foreseeable. Some appropriate actions to prevent a similar accident reoccurring were taken by the owner following the accident. During the inspection further actions were identified by the owner relating to the procedures to be followed immediately following such an incident in the future. These include contacting the relevant emergency services for support and guidance while awaiting the arrival of a parent. This action improves the practice already put into place, allows parents of a child to make a more informed decision about how to seek further treatment and protects the children more fully. However, the owner failed to appropriately notify Ofsted of the accident prior to the

inspection or within the legally required timescales. This is a breach of the safeguarding and welfare requirements of the Early Years Foundation Stage. On this occasion Ofsted accepts the provider's reasons for not making such a notification. It acknowledges that the owners and staff are able to demonstrate they know what they have to do to put things right. Overall the provider generally demonstrates a secure understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. The premises are very well maintained, equipment is of a good quality and the access to and security of the premises is monitored effectively. Children are cared for and well supervised by adults who have a wide range of experience and qualifications. The owner confirms that she has seen the qualifications for all staff, however, she has not retained evidence to share for some of them at inspection. This means that the requirement to maintain and make available specific documentation to Ofsted is only partially met and requires further action to make it fully compliant with requirements. Nevertheless all adults having contact with the children have completed a full Disclosure and Barring Service check and other information, such as references are in place. The safeguarding policies and procedures relating to child protection reflect the expectations of the Local Safeguarding Children Board fully. Most staff have completed relevant safeguarding training and regular audits conducted by the lead practitioner ensure that the staff remain very familiar with the procedures. Consequently, staff at all levels are able to explain soundly, who and how they should report any concerns they may have about the well-being and safety of the children. This includes procedures for whistleblowing.

The owner/manager communicates with vigour her vision for the quality of service she envisages for the children. She works closely with her senior managers to monitor the staffs' performance and develop the resources and the learning environment. This includes regular peer observations, staff supervision, appraisal and development. This monitoring is supporting the professional development of staff and is reflected in the quality of the learning and development provided for the children. Continuous improvements since the last inspection are reflected in the secure way staff plan and assess for children's learning and the staffs' familiarity with the procedures for child protection. Arrangements for organising and supervising resting babies are well organised and meet requirements. Children's own routines are followed which promotes many aspects of their health and well-being. Staff promote their safety as they are confident about the procedures to follow to minimise the risk of sleeping infant death syndrome. Regulatory documentation relating to the children and their needs is soundly organised and retained. Risk assessments are in place and staff follow check lists daily to keep children safe. The owners use the day-to-day accident records to monitor for any emerging patterns. Records show that children practise the evacuation procedures with sufficient frequency to meet the fire officer's requirements. This provides those present with an idea of what to do in the event of an emergency.

Partnership working with parents is fostered very well by the staff as they are polite and welcoming. Information about children's learning and the way play supports children's development is available through displays. Updated information, such as words of the month are displayed on the playroom doors so parents are familiar with and reinforce the new vocabulary staff are supporting children to use. The nursery communicates through newsletters and electronic media as well as inviting parents to meetings so they can discuss their children's progress and view their learning records. Parents feel staff are very

friendly and that they share lots of information about their children on a regular basis. The nursery staff demonstrate there are effective systems for working in partnership with a wide range of services and other professionals to ensure that each child receives the support they need. This enables staff to help them to make good progress given their special educational needs and/or disabilities and based on their starting points.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY410548
Local authority	Sefton
Inspection number	966876
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	104
Number of children on roll	180
Name of provider	Yarrow House Limited
Date of previous inspection	18/07/2011
Telephone number	01704 534855

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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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