

BAE Systems Workplace Nursery

Rake Lane, Warton, Preston, Lancashire, PR4 1AS

Inspection date	09/01/2015
Previous inspection date	09/07/2009

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		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

- The quality of teaching is excellent as practitioners provide rich, varied and imaginative experiences based on children's interests. Consequently, children are highly motivated, eager to learn and make exceptional progress.
- The key-person system is extremely effective. Practitioners establish warm and secure relationships with children, so children have a very strong sense of security and belonging.
- Leadership is inspirational. An astute and well-targeted programme of professional development always focuses on its impact for children, which means that all children make excellent progress from their starting points.
- Children's individual needs are quickly identified and exceptionally well met through highly effective partnerships between practitioners and parents. Therefore, children's care and learning are exceedingly well promoted.
- Children's safety and safeguarding is central to everything practitioners do. Consequently, they effectively support children's growing understanding of how to keep themselves safe and healthy.

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 activities in the playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Jacqueline Midgley

Full report

Information about the setting

The British Aerospace [BAE] Systems Workplace Nursery was registered in 1990, and is on the Early Years Register. It is situated in a purpose-built premises in the BAE site in Warton, in the Fylde area, and is managed by Busy Bees Nurseries Limited. The nursery serves BAE employees and the local area and is accessible to all children. It operates from a single story building and there is an enclosed area available for outdoor play. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2, 3, 4 and 5 and one has achieved Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 26 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- build on the comprehensive systems of performance management and professional development by, for example, developing further ways of sharing excellent practice between the staff team.

Inspection judgements

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

The quality of teaching is outstanding. Practitioners provide a rich, varied and imaginative range of challenging experiences for children to enjoy both indoors and outside. Children thoroughly enjoy exploring the environment while being expertly supported to try new things. For example, Children enthusiastically search for hidden treasure in the outdoor area. Practitioners skilfully support children's imagination, physical development, writing skills and positional language development as they create treasure maps incorporating the various items of play equipment. Practitioners ensure that each child feels valued as an individual. Support for children with special educational needs and/or disabilities, or those for whom English is an additional language, is consistently highly effective. Excellent teaching strategies are employed to comprehensively meet children's specific needs and to promote their consistently high all-round development. For example, practitioners optimise all opportunities to extend children's learning using a variety of teaching methods, such as the use of open questioning to support children's critical thinking skills. All practitioners are extremely motivated and have high expectations for children and an expert understanding of child development, including the prime and specific areas of learning. They use this knowledge and what they know about children's interests to support them to make exemplary progress.

Practitioners use a clear system to observe, monitor and track children's progress through accurate assessments. Children's identified next steps in learning and interests inform planning for their learning. As a result, children consistently demonstrate the characteristics of effective learning, such as a willingness to investigate and explore new things. This contributes to the exceptional progress children make in the nursery. For example, practitioners support children who are less confident to lead role play activities with their peers. This supports their communication and language and personal, social and emotional development. Children are supported with individual learning opportunities to make outstanding progress in all of the seven areas of learning. Practitioners have an excellent, secure understanding of how children learn, and provide a broad range of play opportunities for them. Therefore, children have a wide range of skills to support their future education and are ready for the next stage in their learning when the time comes.

Relationships with parents are first-class and contribute well to meeting all children's needs. Each child has a key person who works effectively with parents to establish their starting points in order to fully support their learning. Parents are able to speak to their child's key person every day in addition to exchanging information through communications books, text messages, phone calls, newsletters and by email. Parents are kept very well informed regarding children's progress as they contribute to learning files, attend parents' evenings, receive regular developmental summaries and are involved in the assessment process. For example, practitioners involve parents in the progress check for children between the ages of two and three years to identify children's strengths and the areas where children's progress is less than expected. They complete the check in a timely manner so that early intervention can be sought if necessary. Children's learning and development is effectively supported in partnership with their parents. Parents and practitioners enjoy a shared understanding of children's learning and success. For example, detailed information is continually gathered from parents, which is used to ensure teaching is based on children's interests. Practitioners are highly skilled at supporting parents with extending children's learning at home. To achieve this, each child's key person provides details of planned next steps in their learning and suggested learning opportunities.

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

Children form secure emotional bonds and attachments by having very good settling-in procedures and highly effective support by their key person. The key-person system ensures that children are very happy and enjoy their time at nursery as practitioners find out about their needs, likes and dislikes before they start. They also talk to parents on an ongoing basis to ensure consistently high levels of support are offered to children. The strong, supportive and positive relationships with parents, provide maximum benefit to both children and their families. Children are supported to feel emotionally safe and secure because practitioners provide a warm welcoming environment. As a result, children are extremely happy and make very good progress.

Practitioners ensure that each child's medical and dietary needs are known and managed,

and all accidents are recorded. Children actively adopt healthy lifestyles. They independently follow good hygiene routines and are reminded of the importance of washing their hands after using the toilet. Children enjoy high quality, healthy, nutritious meals, such as fisherman's pie with sweet potato mash and a variety of vegetables, followed by rhubarb and custard. The range of food gives children superb opportunities to try new tastes. Children are interested in what they eat because the menu is varied. Children learn how good nutrition supports healthy lifestyles. For example, children talk about healthy food choices whilst engaging in imaginative play outdoors. They invite practitioners to their carvery and describe healthy food choices and suggest practitioners 'don't have sugar, because it's not healthy'. Practitioners get down to the children's level and calmly communicate their expectations for children's behaviour. The focus is on a positive atmosphere of mutual respect and trust where the practitioners continually praise children's efforts and achievements. Consequently, children's behaviour is exceptionally good and their self-esteem is supported effectively.

Children are extremely self-assured and confident. Children competently set the table for lunch, put their own coats on, and older children use the toilet independently. This is because practitioners effectively support children to develop good self-help skills and independence. Therefore, when the time comes, they are able to make a smooth move to other settings, such as school. Practitioners expertly teach children to keep themselves safe. They allow children to assess risk while exploring the outdoor area. For example, children perform the role of 'garden detective' where they assess risks. They identify if the steps on the climbing frame are wet, and if so, they go to get a towel to dry them. Or they check if the puddles are too deep and if they can see the bottom of them, so children can safely jump in puddles. Therefore, they learn to consider and manage risk while playing outside.

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

Safeguarding arrangements are robust. All practitioners understand their role in protecting children from harm and are aware of what to do should they have a concern about children's welfare. This helps to make sure that children are appropriately protected. Managers are fully aware of their role and responsibilities in delivering the Early Years Foundation Stage. Risk assessments and safety measures are thorough, and as a result, children are cared for in a safe environment. Recruitment and highly effective induction procedures are in place to help ensure that all those working with children are suitable to do so. The performance of practitioners, trainees, students and volunteers is monitored, coached, mentored and supported effectively. Required documentation and records are well-maintained and reviewed to ensure that they are up to date. They effectively underpin the practice in maintaining children's safety and welfare.

Self-evaluation and improvement plans are highly comprehensive because all practitioners contribute to the process. The managers have extremely high expectations and there is a very strong drive to continue to improve the standards in this already outstanding nursery.

For example, since the last inspection, all actions and recommendations have been fully successfully addressed. The systems for effectively monitoring the provision and outcomes for children through regular quality checks and self-assessment are extremely effective. Practitioners undertake a wealth of training, which is carefully selected in order to specifically meet the needs of children. For example, practitioners attended training in relation to the development of a language rich environment. They support children's development effectively by providing a print-rich environment and encouraging children's language development and early writing skills in to their play.

Exemplary partnerships with parents are well established. The nursery benefits from support from the Parents Partnership Group. Parents' views are actively sought and used to improve the service. For example, the new floor covering allows children to re-arrange furniture to suit their play choices. On the day of the inspection children moved furniture to allow them to fit their friendship group in to the book area so they could play musical instruments together. Improvement plans take full account of parents' views and are reviewed on a regular basis to further develop the service. Practitioners are committed to working in partnership with other professionals to fully support children's learning and development. These partnerships are first-class. For example, managers work in partnership with local schools and other settings to support children's move to school as part of the Cluster Charter. Feedback from parents about the quality of teaching and learning is overwhelmingly positive. For example, parents describe the very exceptional progress their children have made and the excellent support offered by their children's key person.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	309505
Local authority	Lancashire
Inspection number	871862
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	26
Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	09/07/2009
Telephone number	01772 855 687

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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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