

The Nursery at Westholme School

Inspection report for early years provision

Unique Reference Number	EY342237
Inspection date	13 June 2007
Inspector	Cynthia Walker
Setting Address	290 Preston New Road, Blackburn, Lancashire, BB2 7AA
Telephone number	01254 667 611
E-mail	principal@westholmeschool.com
Registered person	Westholme School
Type of inspection	Childcare
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

The Nursery at Westholme School was registered in 2006. It is situated in a converted bungalow in the grounds of the main school, which is on the outskirts of Blackburn. Children have access to four main interconnecting play areas within the nursery and supporting toilet areas. There is a fully enclosed outdoor area which is partially covered for all-weather play. The nursery provides full day care for children aged two to five years and serves the local and surrounding area.

The nursery is registered to care for a total of 24 children from two to five years and there are currently 36 children on roll. Children attend for a variety of sessions.

The nursery is open from 08.00 until 18.00 hours, all year round excluding a week at Christmas and bank holidays. There are four full-time staff and three part-time staff working within the nursery. The manager holds teaching qualifications and all other staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well nourished and enjoy a wide variety of nutritious meals and snacks which include a good selection of fruit and vegetables. Discussion with parents establishes the children's dietary needs and these are efficiently recorded to ensure the individual children's needs are met. Children are able to access fresh drinking water independently throughout the day.

Regular routines have been established around personal care and children use wipes to clean their hands before meals and wash their hands after going to the toilet. Staff follow clear procedures as they change children's nappies and ensure surfaces are kept clean. Information obtained from parents around the children's routines is used to enable staff to sensitively ensure children receive appropriate rest or sleep. Staff demonstrate that children are cared for efficiently if they have an accident or need medication because they follow appropriate procedures.

Children are developing their physical skills through daily access to the outdoor area. They confidently manoeuvre the wheeled toys around the space, becoming skilful in using the pedals. Children experiment with balls and are developing their hand-eye co-ordination as they attempt to catch balls and throw them to staff. Other children negotiate the space as they push their dolls in the prams and some children pretend to make holes in the fence with the toy drill. Effective use of a designated area within the building ensures children access physical skills indoors either by accessing a variety of equipment including wheeled toys or moving to music.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, safe and secure environment where risks are identified and minimised. Clear explanations from staff to take care not to bang their heads whilst using a table as a hiding place and asking children not to climb on equipment enable children to develop understanding on keeping themselves safe. Regular evacuation practices reinforce the children's understanding of fire safety. Children are safely transported to other areas of the main school in the 'Turtle Buggy', which holds six children.

The environment is welcoming to children as the space is creatively arranged into four separate learning areas. This enables children to move around spontaneously and independently in areas of play and learning. All rooms lead directly on to a soft play outdoor area that is partially covered to promote play in all weathers. Children are accessing a good range of resources which are appropriate to their age and stage of development. Resources are effectively arranged to enable all children to make individual decisions about the toys they are going to use. Toys are regularly rotated to maintain the children's interest in play.

Children are efficiently safeguarded by the staff's secure understanding of child protection procedures which are in line with the Local Safeguarding Children Board.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in nursery and arrive happy and eager to participate. Staff have a good awareness of the children's needs and plan a wide range of activities and experiences. Detailed planning is directly linked to the 'Birth to three matters' framework and includes links to the Foundation Stage for the children who have reached three years. Planning includes adaptations for children of different abilities and there are clear systems in place to evaluate both individual activities and the overall planning. An effective assessment programme is in place which is linked to the needs of the children under three years and, as they progress into school, is reviewed and used to inform the Foundation Stage. Children's observations are checked on a weekly basis to identify the children's next steps for learning and information from these is used to directly inform the future planning. Each child has a 'Learning Journal' which provides a description of the achievements for each child.

Children have a positive attitude to learning and acquire new knowledge and skills as they join in a wide range of interesting activities. They concentrate well during circle activities and particularly enjoy listening to a story, showing good anticipation and confidently answer questions. Children confidently sing the song, 'ABC' to the rest of the group, which is extended to singing a number of other songs enthusiastically. The introduction of musical tapes encourages children to become involved in a vigorous movement session where children jump up and down and skip around. They carefully arrange their bodies into a variety of different positions and maintain these for some time. Children demonstrate good imagination as they create tractors and a bicycle from junk material and explain that they are using a tissue box and sweetie papers to make the tractor. Children develop their writing skills as they become absorbed in making marks to represent a tiny shark or letters from their own name, with some children able to form individual letters. They are good communicators and use language to give explanations, negotiate with others and describe their models and pictures. Children are encouraged to identify animals and creatures and link these to appropriate areas, such as the sea or arctic. They become absorbed in playing with small world figures and carefully put them into cars, actively talking to the figures as they do so.

The staff's effective questioning and constructive support motivates children to achieve and actively supports their play and learning. Children are confident in their environment and their responses from the staff team.

Helping children make a positive contribution

The provision is good.

The nursery work closely with parents and ensure they receive effective information about the setting through the well-presented parents' pack, which includes details about activities and the curriculum followed. Clear displays within the nursery highlight the weekly planning, routines, menus and photographs of children involved in activities. Information is also included in the school's newsletters which are sent to parents every term. The ongoing needs of children are met through daily diaries, which have a section for parents' contributions. Parents receive information about their children's achievements through reports twice a year, which include pupil targets and give parents ideas how to extend their children's learning within the home. There are opportunities for parents to discuss their children's 'Learning Journal' with staff.

Overall, children are well behaved and respond to the clear and consistent explanations from staff. Children are encouraged to share resources and take turns at activities, such as craft.

Good use of distraction enables all children to maintain interest in their play and learning. Children play harmoniously together at activities, for example, music and movement, and are beginning to form positive relationships. Younger children are developing self-assurance from close and effective relationships with staff.

Children are developing a positive attitude to others through the provision of resources which include a doll, jigsaws, books and small world figures. Participation in activities reflecting their own and other people's cultures develops the children's understanding of diversity. Children spent time preparing cards for their fathers, which included a balloon and a picture of themselves. Detailed information from parents as children begin their care establishes the children's individual needs to ensure appropriate care is given.

Organisation

The organisation is good.

All the required documentation which contributes to children's health, safety and well-being is in place. Documentation is supported by policies and procedures which are reflected in daily practice. Rigorous recruitment and vetting procedures are in place to determine the suitability of staff members to safeguard the children attending the nursery. Although there is a system in place to record the children's attendance, the staff team do not take overall responsibility for this. There is a positive attitude to in-service training for the staff team and all staff have attended a core group of training, including child protection and first aid, which supports the care and learning of children. Regular staff meetings and monitoring of planning ensure consistency is maintained in improving outcomes for children. Space within the nursery is well organised and creatively set out to enhance the play and learning opportunities for children.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure staff take responsibility for registering children on a daily basis.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk