

Turncroft Nursery School

Inspection report for early years provision

Unique reference number EY280038
Inspection date 18/05/2009
Inspector Karen Ling

Setting address Highfield Road, Darwen, Lancashire, BB3 2DN

Telephone number 01254 701 534
Email turncroft.nursery@blackburn.gov.uk
Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Childcare provision offered at Turncroft Nursery School was registered in 2004. It is provided by Blackburn with Darwen Borough Council and managed by the school. It operates from Turncroft Nursery School and offers childcare throughout the day including before and after school. It is situated just outside the centre of Darwen. Children have use of the school building and outdoor play area. Childcare is available from 07.30 until 17.30 each weekday during school term times and offers wrap around sessions to the school nursery class sessions.

A maximum of 71 children from two years to under eight years may attend the setting at any one time. The setting currently takes children from the age of three years. There are currently 42 children on roll; of these 21 are under eight years, and of these, 14 are within the Early Years Foundation Stage. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting has facilities to support children with learning difficulties and/or disabilities and supports those for whom English is an additional language.

Three full time and three part time staff are employed to work directly with children. Of these, five hold a level 3 early years qualification and one holds a level 2 qualification. The manager is working towards a level 4 qualification. The headteacher and one other qualified teacher from the school also work alongside the children. Five other appropriately qualified staff also work with the children on a rota basis. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Leadership is exemplary and sets high expectations for children and staff. Inclusion of all children and their differing needs is a priority and exceptionally well promoted. Monitoring and evaluation of the provision and outcomes for children is rigorous and leads to defined targets with clear success criteria. Consequently, the provision is continually improving.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further the systems for recording children's progress towards the early learning goals by implementing the detailed overview of developmental stages.

The leadership and management of the early years provision

Leaders and managers are dedicated to enabling every child to do as well as he or she can. All staff have clearly defined roles and responsibilities and work very well as a team. The childcare provision dovetails smoothly with the school provision to provide seamless care and education for each child. Thorough policies and procedures meet the requirements of the Early Years Foundation Stage and underpin the very good practice. Self-evaluation reflects rigorous monitoring of what the nursery, together with the school, does well and what needs to improve. Action taken has a positive impact on outcomes for children and sustained improvement of the provision.

All staff have a current knowledge and understanding of child protection issues and arrangements for safeguarding children are robust. Designated members of staff have key responsibilities and effective procedures are in place for liaising with external agencies. Robust vetting and recruitment systems ensure staff are suitable to work with children. Highly effective risk assessments are maintained with clear procedures for eliminating identified risks. Staff have responsibility for play areas and resources and complete daily checks of the environment. Comprehensive checks of the indoor and outdoor environments are completed termly by the governors and staff and thorough safety risk audits are also completed.

A key person system operates effectively to ensure that children's well-being, learning and development are promoted to a high standard. Relationships at every level are excellent. The nursery has a wide range of strategies in place to support and involve parents in their child's development. Parents are eager to express the positive impact on their family of the workshops, advice and information that is offered to them. The involvement of parents and carers and other agencies ensures that staff are kept well informed about each child's ongoing requirements. This information is used very effectively to accurately inform planning and next steps in learning. Managers are pro-active and display high levels of rigour in their monitoring and evaluation of the curriculum and the environment. Children's progress is monitored closely against each aspect of learning; evaluation of data shows that children make significant gains in their learning during their time at the nursery. Managers are keen to develop systems for recording progress further so that they show more clearly children's rate of progress in relation to the early learning goals. The introduction of new documentation has yet to be embedded.

The quality and standards of the early years provision

Children thrive at this nursery and have consistently good, and better, levels of achievement in relation to their starting points and capabilities. The continual 'buzz' reflects the high levels of involvement and contentment of children as they play and work together. Activities are thoughtfully planned and resourced through which staff effectively support different aspects of learning. Meticulous planning ensures that children experience the full range of activities over time and take part in focused adult-led activities linked to each area of learning. Children are also able

to choose how and where they play while staff skilfully interject and encourage appropriate knowledge, understanding, skills and attitudes. Staff use naturally occurring opportunities to promote and reinforce children's personal health and safety. Pictures and text around the nursery prompt and show how to do things correctly, such as hand washing.

The excellent promotion of personal, social and emotional development underpins children's achievement. Behaviour is exemplary and children show developing levels of self-esteem and confidence and share their achievements with staff. For example, one child gleefully tells staff he has finished his lunch, while another eagerly shows how she can spin the coloured wheels. The array of interesting materials, construction and exploratory equipment ensure that children's interest is sustained and they have very good opportunities to enjoy familiar and new experiences. They learn to share and take turns and are learning to show consideration towards one another. For example, they let others know when there is a free space on the climbing frame. They develop friendships and work together well making decisions as they design and construct with blocks.

The role play areas are used well by children and interesting play ideas and conversations can be heard as they dress as princesses or play in the home corner. Role play is also used effectively outdoors to promote areas of learning including road safety awareness. Children's communication skills are promoted very well. They confidently chatter to each other and staff during the day, asking and answering questions or volunteering information during story time. They particularly enjoy the story of the Gingerbread Man and help to tell the story by using finger puppets.

Children develop a good grasp of using information and communication technology. They know how to operate the interactive whiteboard, simple computer programs and programmable and battery operated toys. They regularly use writing tools during role play and incidentally. Some show good levels of awareness of text and accurately link letters and corresponding sounds. An attractive selection of books is freely accessible and regularly rotated to offer variety. Trips are organised, for example, to the local supermarket and to a farm. This ensures that children experience a breadth of urban and rural experiences on which to base future learning. The planned visits to support children's move to the primary school help them to enjoy a smooth transition. The care and learning experienced at the nursery offers an excellent foundation for the future.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met