

Rivington Park Independent School Nursery

Inspection report for early years provision

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Inspection date	14/07/2011
Inspector	Lynne Naylor
Setting address	Rivington Park Independent School & Nursery, Knowle House, Rivington Lane, BOLTON, BL6 7RX
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Type of setting	Childcare - Non-Domestic

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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.

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Description of the setting

Rivington Park Nursery is run by a limited company and was re-registered in 2010 having first opened in 2004. It operates from Rivington Park Independent School, Chorley. Children are cared for in two ground floor rooms and two first floor rooms. There is no lift access. They have access to an enclosed outdoor play area, the school garden and activity areas.

The nursery opens Monday to Friday from 8am to 6pm, 51 weeks a year. A maximum of 35 children from birth to three years may attend at any one time. There are currently 22 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 10 members of childcare staff. Of these three hold appropriate early years qualifications at Level 2 and four at Level 3. One staff member has Qualified Teacher Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is Good.

Children's unique needs are effectively met and they make good progress in their learning and development. Staff promote inclusive practice in the nursery, ensuring each child's personal learning needs are incorporated in the daily plans. The written risk assessment record does not clearly show all legally required information. However, effective policies and procedures are followed to maintain children's health and safety. Leaders and managers demonstrate a very good capacity for continuous improvement as they set realistic targets for development and tackle them systematically. Staff have positive relationships with parents and understand the benefits of working in partnership with other providers and agencies involved with individual children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- extend the written risk assessment to ensure it includes anything with which a child may come into contact (Suitable premises, environment and equipment).

28/07/2011

To further improve the early years provision the registered person should:

- enable parents to match their observations to the early learning goals, when using to identify learning priorities and agree next steps.

The effectiveness of leadership and management of the early years provision

Staff understand and follow clear, written policies and procedures to safeguard and promote the welfare of children. They regularly update their knowledge of child protection and are aware of how to work with other agencies to protect children. Robust recruitment and vetting systems are followed to determine the suitability of staff to work with children. A comprehensive induction process followed by a formal system of supervision and appraisal ensures the ongoing suitability of staff. Most staff are trained in first aid, which enables children's health to be efficiently safeguarded in an emergency. Staff minimise identified hazards indoors, outdoors and on outings, which keeps children safe, protected and supported. However, some hazards are not clearly recorded in the written risk assessment. This is a partial breach of a specific legal requirement. Each type of outing has its own written risk assessment and other records that help keep children safe are well maintained. These records include those relating to children's attendance, evacuation practice, accidents and medicine administration.

There are a number of useful systems in place to drive and secure improvement. An accurate audit of every aspect of the provision is underway and appropriate priorities for development identified. Every week, staff meet formally to discuss the development of the nursery. Useful systems of evaluation, which increasingly take account of the views of parents, are developing. Consequently, the plans for future improvement are well targeted. Staff make good use of training opportunities and local authority support to consistently update their skills.

Outdoor play areas are well designed and thoughtfully resourced. Children actively learn outdoors in a wide range of outdoor spaces. Excellent use is also made of space indoors to provide a wide range of different activities and experiences. Good quality resources are varied, readily available and used well to support children's learning and development. Toys and images in books and on wall displays promote positive images of gender, culture and disability.

The nursery has positive working relationships with parents. Parents provide valuable information about their children's background, interests and abilities when they first start to attend. This enables staff to quickly identify each child's starting points and begin to tailor learning experiences to the interests and abilities of individual children. Informative policies and procedures, regular newsletters, notice boards and increasingly a website keep parents well informed about how the nursery operates and the types of activities provided. Verbal information is regularly exchanged with parents about children's welfare and development. Open day events, where parents look at the child's learning journal and discuss their progress are held every six months. These and other events are beginning to help parents and carers support their child's learning.

Staff specifically plan interesting experiences that link to a theme and include the next steps for each child's learning. Therefore, each child enjoys a good balance of adult led and free choice opportunities that successfully promote their individual development. The progress of babies and children is increasingly being evidenced in learning journey files that include photographs and some significant written comments. A useful system to monitor that the curriculum is balanced for each child has been introduced for the older children but not yet for the younger ones. Currently, the children's learning records are not linked with information provided by parents. Therefore, they do not provide a full picture of children's learning and development. The management team are clear about the importance of working in partnership with other settings when the need arises to support children's continuity of care.

The quality and standards of the early years provision and outcomes for children

Children's individual health, physical and dietary needs are well met. They eat nutritious meals, cooked on the premises, which include plenty of fruit and vegetables. Children are knowledgeable about all aspects of healthy living. Children learn about healthy foods as they enjoy experiences, such as tasting different fruits. They tend and water a wide range of vegetables, which they have planted in the garden, and plan to eat them when they are grown. Children follow appropriate hygiene routines prompted by adults. They show a developing awareness of their bodily needs. For instance, some help themselves to drinks of water when thirsty. Every day, children exercise vigorously in the fresh air as they engage in a wide range of physical activities, outdoors. Babies develop well physically as they crawl around in ample space. Babies and children sleep comfortably and hygienically in cots or on beds with their own bedding and any comforters brought from home.

Children demonstrate a clear sense of security and belonging. They confidently talk to each other, staff and visitors. Children behave very well. They learn about safety issues through stories and from interesting visitors, such as fire officers. Children have opportunities to take risks, problem solve and use thinking skills, and to use tools safely during play activities. Children learn about nature and their local environment as they go for walks in the woods and visit the local castle ruins. They also learn about nature as they feed the pigs, goats and ducks and look at the ducks, chickens and baby chicks on the nursery farm.

Children develop social and learning skills that equip them well for the future. For example, children work well independently and learn successfully through self-selected play based activities. They acquire valuable skills in communicating, literacy, numeracy and information and communication technology as they play. Babies and toddlers confidently use gestures, facial expressions and sounds to make themselves understood. They happily explore the variety of textures in the treasure baskets. For example, a baby repeatedly bangs a plastic ball against a metal bun tray.

Children draw and write with an extensive range of implements. For example, toddlers make marks with dinosaurs in flour, with fingers in gloop and chinks on boards. Children acquire a good understanding of technology. Babies enjoy the sensory experience of fibre optic lights and bubble tubes. Toddlers operate push button activated toys and older children operate simple computer programmes. Children learn about their own cultures and festivals and those of others as they enjoy related craft activities. Staff successfully support children to be expressive and develop their own creative ideas. In the painting and craft areas, children independently access paint and model making materials. As a result, children make good progress towards the early learning goals in all areas of learning.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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