



Tower View Nursery with Peelers Out of School Club

Inspection report for early years provision

Unique Reference Number	EY308002
Inspection date	25 January 2006
Inspector	Gillian Patricia Bishop
Setting Address	Old Hall Primary School, Springside View, Bury, Lancashire, BL8 4LU
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Registered person	Linda Butterworth and Stuart Butterworth
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

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

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Tower View Nursery with Peelers Out of School Club opened in 2005. It operates from purpose built premises in the grounds of Old Hall Primary School in Bury. Children are cared for in three separate rooms. One room is designated to children from two to three years and another is occupied by pre-school children aged three years to under five years. A larger room is used for school aged children who attend on a before and after school basis and during the school holidays. Suitable toilets

facilities and nappy changing areas are available. The building is well equipped with kitchen, laundry, office and storage space. Children share the secure outdoor play space.

The nursery is registered to care for 74 children at any one time. There are currently 86 children aged two years to eleven years on roll. Of these, 15 receive funding for nursery education. There are no children currently attending with special educational needs or children who speak English as an additional language. The setting provides both full and part time places between the hours of 07.30 and 18.00, fifty one weeks of the year.

The nursery employs seven staff including a cook. Two members of staff including the nursery manager hold level 3 child care qualifications. Two others currently hold a level 2 qualification. The setting is supported by a advisory teacher who works on a part time basis to support the foundation stage curriculum.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

The setting is very successful in promoting children's knowledge and understanding of healthy living. Children's health and dietary needs are well promoted because staff implement highly effective hygiene routines and they work exceptionally well with parents. Policies for health are clearly understood by staff and parents which ensures children are extremely well cared for when they are poorly. Children display a very good understanding of how to look after themselves by keeping warm in winter, wiping their noses and by washing their hands to prevent germs on their food. Children take great interest in the example set by adults and other children. A child explains her lips are dry and sore from the cold, this creates further interest and conversation when a lip balm is used to make her sore lips better.

Children of all ages have a very positive attitude to healthy eating. Children relish meal times, they eagerly sit at the tables and wait patiently, talking excitedly about what they might have to eat and how much their muscles will grow when they eat their vegetables. They are provided with a well balanced and nutritious selection of snacks and meals in good supply. All foods are 'home cooked' and thoroughly enjoyed by the children as they frequently ask for more. Mealtimes are a happy social time where adults and children sit together and chat and discuss good social skills. They confidently serve themselves making decisions about how much they would like.

Children are engaged in terrific number of activities and discussions about food and the impact of healthy food on their bodies. All children have developed a positive attitude and enjoyment of healthy foods as they learn where their food comes from, how it is grown and how it is cooked. Children attending Peelers, frequent bake and experiment with foods to create healthy snacks such as smoothies and fruit kebab sticks. Children have used their knowledge of healthy eating to inform their parents

and friends at home, of good habits.

Children display great enthusiasm for physical activity both in doors and out, squealing with excitement when asked to collect their coats. They benefit from frequent opportunities to play out doors in the fresh air, alongside a programme of planned activities designed to challenge and support their physical development. The use of bikes for peddling, bats and balls for throwing and catching and stepping stones to promote balance, help children to develop a good sense of control and coordination over their bodies.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children settle exceptionally well in the bright and welcoming establishment. The displays of children's art work and photographs of their activities creates an immediate sense of belonging and value. The layout and organisation of the play rooms promotes a positive learning and play environment where children move freely and safely. Excellent consideration has been given to how the plentiful space used by children attending 'Peelers', can be used to provide maximum opportunities for older children who require greater levels of independence. On going records systems are well established to monitor the safety and maintenance of the building and its contents.

Children's safety and security is given utmost priority by daily rigorous safety checks and risk assessments which ensure hazards to children are effectively minimised. The procedures for child protection are robust and well supported by on going training programmes for staff so they have an excellent understanding of what is expected of them. Staff supervise the children closely both indoors and out. Close supervision ensures staff are able to respond swiftly to their aid, for example, when children are learning to balance on the stepping stumps. Access to the building is managed by a buzzer system and large observation windows ensure visitors are observed before access is gained. The nursery policy for the collection of children is emphasised and enforced as parents are aware that they must ensure they complete signing out sheets and provide staff with detailed information about people who will collect their children.

Children use an excellent range of safe, good quality, developmentally appropriate resources which successfully promote their learning, play and comfort. Toys and equipment are stored in low level, labelled boxes which children frequently and actively chose from. Children display great familiarity with where things are kept which promotes their independence and ability to be self sufficient in their play.

Children display an excellent understanding of how to keep themselves safe. They describe with clarity how they must not open fire exit doors because it is dangerous to do so, or climb on furniture in case you fall. Children develop a strong sense of responsibility from an early age as they report potential dangers such as trip hazards to staff as they observe them. Children sensibly follow adult instruction and rules as they understand the potential consequences of not doing so.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are extremely well settled, confident and self assured and they relish their time at the setting. Children of all ages are engaged in a rich, varied and imaginative range of activities which highly motivate children and foster their all round development. Younger children are engrossed in their role play, acting out familiar roles and experiences from home. The recent fairy tale theme promotes their keen interest in books. Interactive story tables allow them to use their imaginations further, by acting out familiar scenes and characters from their favourite books. They explore media such as sand, water and paint daily, creating their own pictures and using their senses to describe how it feels.

Children attending Peelers do so with pleasure and enjoyment. Their contribution is highly valued as they play a lead role in planning and organising activities and trips. They make excellent use of their environment in order to adapt the layout to create dance areas, cosy areas and a role play area. They enjoy access to the full range of activities during both morning and afternoon sessions so all children have the same choices.

The use of language is extremely well promoted so children become confident and articulate speakers who are able to negotiate, share their views and express their thoughts and feelings. Pre-school children initiate their own games, taking the lead in suggesting how a game should be played to change its emphasis or meaning. For example, a game to explore more and less than became a pattern and sequencing game.

Nursery Education.

The quality of teaching and learning is outstanding. Staff are very secure in their knowledge of the foundation stage curriculum and how planning and assessment systems work in supporting children's development. Successful planning systems make clearly defined links with the stepping stones and early learning goals which ensures a balanced curriculum across all six areas of learning. Staff's expectations of children are high but realistic; individual work programmes are influenced by children's own pace and readiness for the next step. They are challenged through purposeful questioning which extends their knowledge and inspires them to ask questions of their own. Children are independent learners as they freely access the full range of resources in order to initiate and develop their own play and learning ideas.

Children make very good progress towards the early learning goals. They leave their carers without hesitation and they have established wonderful friendships with adults and other children. They consistently make connections with their activities to their own personal experiences which they are eager to share, for example trips to the farm, the animals they saw and what they smelt like. Children are extremely confident and they take a substantial lead in their own learning. Children frequently use their mathematical skills to problem solve as they explore simple calculation. They routinely count and explore shape and form when making 3 D models such as

crocodiles for current theme work and when looking at shape in the environment. They use positional language to describe longest, straight, tall and first and they use complex puzzles to consider the shape of the pieces to determine where corners, side and middle pieces might go.

Children develop an excellent understanding of how print carries meaning through story times, independent reading and meaningful activities to link sounds with letters. For example, children learn the letter J through exciting play with jelly. Children have very good pencil control as a consequence of the numerous opportunities to mark make within their activities. Children explore nature and the wider world when they celebrate festivals, observe seeds growing and when observing birds as they eat the food the children have left for them. They have very good opportunities to be scientific and explore why things happen and how things change for example, when making 'gloop' children inform staff they need more corn flour because the mixture is not thick enough.

Children have freedom to explore a variety of media such as sand, water, paint and collage. They recognise and name many colours including lighter and darker shades. They thoroughly enjoy singing and they often burst into song in response to something they see. Children use their vivid imaginations to create games, pictures and models. They make good use of their musical instruments to explore beat, tone and rhythm. Music and movement sessions encourage children to move their bodies in different ways to music. They become agile in their movements and actions when they stretch, roll and bend in sequence.

Helping children make a positive contribution

The provision is outstanding.

Children and adults have created a strong sense of community within the setting which is built on mutual respect and concern for each other. Children's individual needs and differences influence the care and education they receive. For example, individual needs influence settling in arrangements. Children with special educational needs are extremely well supported within the setting. Designated staff are confident and secure in their role which ensures the setting works cohesively with parents and external agencies in supporting children's care and progress.

Children are introduced to the wider world through a programme of meaningful activities such as 'new year celebrations around the world', therefore promoting their awareness of community, culture and individuality. Images and equipment in the environment reflect society and the wider world which encourages children to develop positive relations and attitudes towards others.

Behaviour within the setting is consistently of a high standard as children of all ages have a mature understanding of right and wrong. Children frequently manage their own behavioural incidents with great success. For example, a pre-school child calmly explains to another, that the game will be spoiled if he does not share the cards. In Peelers, older children state they don't need a rota for the play station as they 'just take turns'. Children of all ages are highly consulted about what they want to do which enables them to make decisions and convey their own ideas and feelings.

Children therefore, develop a high self esteem and sense of self worth.

Children's social, moral, spiritual and cultural development is extremely well fostered. Children are made to feel valued and special which provides them with the confidence to try new and daunting experiences. For example, during a music and movement session children were asked to volunteer to take the adult role and hold up signs for other children to follow; children did so with a huge, proud smile.

The partnership with parents is outstanding. Parents who gave verbal and written feedback were ecstatic about the care and education their children receive. They value staff's professionalism and commitment and the systems in place to keep them fully informed. Parents have a very good knowledge of the curriculum on offer and how activities are used to promote their children's educational progress. Parents have practical knowledge of policies and procedures such as sickness and medication and they are encouraged to be involved in their children's learning. The setting are innovative in their approach to advising parents how children progress through various stages in their learning. For example, a booklet to explain 'Emergent Writing' has been produced by the setting and this is given to parents as a practical guide to children's early mark making skills.

Organisation

The organisation is outstanding.

The setting has made rapid progress in establishing a strong and successful operational plan which children, parents and staff benefit from. Robust recruitment and vetting procedures ensure children are protected and extremely well cared for by staff who are highly effective as a team. Staff are extremely well motivated and valued by their managers. Extensive induction procedures, mentoring and continuous support and appraisal systems re-enforce the nursery ethos for excellence within all aspects of childcare practices.

Utmost priority is given to providing children with high levels of emotional support so they feel happy, secure and a valued member of their 'little community'. Staff are actively engaged in play, encouraging children to highly participate in activities, skilfully questioning children to nurture their use of language. The value placed on key worker systems and staff deployment ensures children are closely monitored in their care and education. Key workers know their children exceptionally well and they are consistent in their quest to observe and record evidence of their progress.

The leadership and management within the setting is outstanding. Staff perform exceedingly well due to strong leadership. Clear direction from managers and systems to monitor and evaluate strengths and weaknesses within the nursery education leads to a process for continuous improvement. Care and education within the setting is highly successful due to the combination of outside and internal support networks which are used to enhance existing high quality. For example, external support is welcomed and the proprietors are pro-active in sharing good practices with other settings and providers.

Written policies and procedures within the setting are a true reflection of practice. As

a consequence, children's health, safety, enjoyment and ability to make a positive contribution are extremely well fostered. Documentation and children's records are kept and maintained to a high standard and they contain all relevant detail. The setting provides an extremely high standard of care which ensures overall, the provision meets the needs of all children attending.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report. 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 AND NURSERY EDUCATION

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The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk