

Buxton Nursery

Inspection report for early years provision

Unique reference number EY302318
Inspection date 24/03/2011
Inspector Geof Timms

Setting address Buxton County Infant School, Hardwick Square South,
Buxton, Derbyshire, SK17 6QB

Telephone number 01298 26660

Email

Type of setting Childcare on non-domestic premises

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Buxton Nursery is owned and run privately. It opened in 2005 and shares facilities with Buxton Infant School. All children have access to a secure, enclosed outdoor play area.

A maximum of 40 children aged between three months and five years may attend the nursery at any one time. There are currently 79 children on roll, all of whom are in the early years age group. The nursery receives funding for early education places. It currently supports children with special educational needs and/or disabilities. The nursery opens each weekday for 50 weeks of the year. Sessions are from 8am to 6pm.

The nursery employs 18 staff, of whom 16 work directly with the children. Of these, 14 hold qualifications at level 3, of whom one is working towards Early Years Professional Status and seven are working towards a foundation degree. Two members of staff are working towards a qualification at level 3. The nursery is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children demonstrate a real joy in their learning and have developed excellent relationships with staff and their peers. The nursery meets the needs of all of its children exceptionally well. This is because the staff have a desire and ambition to continually improve their practice and are proactive in seeking new ideas and initiatives from specialist agencies. As a result, the nursery has a genuine commitment and ability to ensure high levels of continual improvement. The nursery provides a fully inclusive setting for young children's early education.

What steps need to be taken to improve provision further?

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

- reviewing the systems for making observations of children's learning, and the transferring of this data to schools, to improve the sharing of information concerning children's progress.

The effectiveness of leadership and management of the early years provision

Safeguarding arrangements are exceptionally strong because of the way all staff are extensively trained, systems are very detailed, and tracked and recorded closely. In particular, risk assessments, such as those for the woodland outings,

are very detailed and procedures are clearly implemented. All staff fully understand their roles and the very effective key worker system ensures children are very well cared for by appropriate people. All staff undergo rigorous vetting and induction processes prior to starting at the nursery. Security levels are high and a great deal of thought has been given to the safe use of modern technology. Very effective evacuation procedures are in place, reviewed regularly and shared with the host school. All required documentation is in place, clear and accessible. Policies, such as those for child protection, are very well established and ensure children's levels of safety are very high.

The leader demonstrates a wide experience, knowledge and understanding of the learning and emotional needs of young children. She works extremely hard and ensures all children's outcomes are excellent. The staff are very well trained and demonstrate a very positive attitude and commitment to the continual improvement of the nursery. Self-evaluation is very detailed, taking in to account the views of parents, staff and children. The strengths of the nursery are well documented and information is shared very effectively with other settings. The nursery has established exceptionally strong partnerships in the community and shows a strong desire to share information and spread good practice. Much of the nursery's work is used as an exemplar by other settings. The nursery also helps to organise joint activities with other settings, such as a recent 'Teddy Bears' Picnic'. Staff meet regularly to discuss future improvements. Currently, staff are looking at ways to share information with the host school and other settings more effectively, such as making children's assessment materials more accessible to others. The available resources and accommodation are used innovatively to create a warm, welcoming and exciting learning environment.

Parents are very warmly welcomed into the nursery. Those spoken to during the inspection said how pleased they were with the provision. Parents are impressed by the stimulating environment, children's progress and their excellent levels of behaviour. Outstanding information is made available to parents in a variety of ways. They also have a very strong input into their child's learning. Parents can send detailed information about their child's needs and interests before starting, and they are able to add evidence, such as written diaries and photographs, to the learning records. Children take these assessment records home each half term to share with parents. There are excellent opportunities for parents and carers and other volunteers to take part in the nursery's work and a range of different activities. The needs of individual children are sensitively provided for and staff promote equality and diversity exceptionally well.

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

The children benefit from a wide range of activities in a stimulating and interesting environment. Excellent and detailed planning enables children's own interests and knowledge to be followed up. For example, when children showed an interest in stained glass windows, staff arranged a series of themed creative activities. Detailed planning also enables adult-led activities to be well focused, such as sessions on mathematical development where children count in groups and learn

about time, colours and shapes. Children interact very positively with their peers and collaborate very well during the role play cafe activity. They receive an excellent amount of one-to-one time with adults, where they look at books, listen to music and dance. Information gained from detailed observations and photographs are used very effectively to plan a next steps activity, intended to take the learning forward and maximise interests and opportunities.

Children make excellent progress towards the early learning goals. A major strength and focus of the nursery's work is children's personal, social and emotional development. This is evident in the excellent friendly relationships built between staff and children, and this gives children the confidence to take a full part in activities. Children sit in groups for extended periods, while singing traditional songs and nursery rhymes. They show exemplary behaviour and real enjoyment during group activities. They demonstrated genuine excitement at the idea of a surprise party for one of the staff who is leaving. Well produced name cards provide a very useful theme for some early mark making work and the children use these to practise copying the letters in their names. Excellent work to develop children's knowledge and understanding of the world is done through, for example, the use of a story about a caterpillar. This enhances their knowledge about the life cycle of a butterfly.

Children are helped to develop their cultural understanding through work celebrating a wide range of festivals, such as Diwali and the Chinese New Year. Their emotional development is supported by a system of happy and sad faces, which illustrates how caring staff are about children's personal needs. The outdoor areas are used very effectively, with children clearly benefitting from daily opportunities to play a variety of games outdoors. Children also have many opportunities to visit a woodland area near to the nursery. Staff utilise this area very well, allowing children to discover, explore and observe the natural world and to take measured risks while climbing trees under supervision. The children have an excellent understanding of healthy lifestyles. They talk about how being outdoors is healthy and fun and why diet and exercise are important. Children move around their environment with confidence and care, clearly demonstrating that they feel safe and cared for. They understand about dangers and risks, and talk about how to avoid these in group discussions.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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