

The Laurels Nursery School

Inspection report for early years provision

Unique reference number

EY405869

Inspection date

22/06/2010

Inspector

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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*.

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Description of the setting

The Laurels Nursery School is one of five nurseries. It opened in 1997 and re-registered as a limited company in 2010. It operates from seven rooms in a converted house and three rooms in a coach house within the grounds. It is situated in the village of Queniborough in Leicestershire. Access to the premises is by steps and a slope. Some children are cared for on the first floor of the property which is accessed by stairs.

The provision is registered on the Early Years Register to care for a maximum of 80 children at any one time. There are currently 161 children aged from six months to under five years on roll, some in part-time places. The setting provides care for children from the village and surrounding areas.

The nursery is open each weekday from 7.30am to 6.00pm all year round with the exception of bank holidays. All children share access to a secure outdoor play area. The nursery currently supports a number of children with learning difficulties. The setting is in receipt of nursery education funding.

The organisation employs 23 staff. Of these, 22 hold appropriate early years qualifications, one is working towards a childcare qualification and four are working towards a higher level childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff plan and provide a very good range of stimulating experiences that fully promote children's individual learning and development. Detailed information is collected at induction regarding children's learning and developmental stage. This is regularly updated by parents and staff ensuring that all children are enabled to reach their full potential. Excellent systems are in place to enable the staff to work with parents and other providers to promote consistency for the children. Children's independence is generally promoted during everyday routines. On the day of inspection the procedure for taking older children outside to play was not effective and older or more able children's physical development is not fully challenged. The management and staff have a clear understanding of the strengths and areas of improvement due to the effective self evaluation systems in place.

What steps need to be taken to improve provision further?

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

- develop older children's independence further during everyday routines; this is with regards to pouring drinks and applying sun cream
- improve the resources for physical play to provide challenge to older and

- more able children
- improve the organisation of the day for older children; this is with regards to procedures for taking them outdoors.

The effectiveness of leadership and management of the early years provision

Children's welfare is protected because staff understand their responsibility to record and report concerns in accordance with the settings own procedures and the Local Safeguarding Children Board requirements. Staff are mindful of children's safety and are vigilant in ensuring that gates to stairs and external doors are kept locked at all times. Daily risk assessments are carried out to ensure that the premises, toys and resources continue to be safe for children to use. Robust recruitment and checking procedures means that children's welfare is effectively safeguarded. The thorough induction procedure for staff means that they are armed with the knowledge and skills to carry out the settings policies and procedures.

The management shows a commitment to supporting staff in their professional development. Staff implement a range of written policies and procedures helping to underpin the care of the children. Personal information about the children is kept secure but readily available when needed. The management liaises with staff, parents and children enabling them to self evaluate the effectiveness of the provision and to identify areas for improvement. This information is then used to plan the required improvements and to ensure that these are implemented in a timely manner. All recommendations from the last inspection have been addressed which shows a commitment to improving the service provided.

The partnership with parents and carers and other local childcare providers and schools is excellent due to the extremely effective systems in place for sharing information. As a result consistency for children is very effectively promoted and successfully enables staff to provide for each child's individual needs. Discussions with parents suggest that they are very happy with the care their children receive and feel very involved in their learning and development. Children's developmental records are regularly shared and parents are actively encouraged to add their own comments as an ongoing process and at parents meetings. The staff also encourage parents to extend their children's learning at home by providing books to share and packs of activities.

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

Children's natural inquisitiveness means that they are active learners who make excellent progress in their learning and development. For example, children from the age of two years have an excellent understanding of sounds and letters. Children use their language particularly well, such as, using the word 'squashy' when explaining how things feel and explaining what they are making in the play dough. Babies and younger toddlers make their needs known through gestures

and babbling. Staff provide interesting activities that help to promote children's independent writing. For example, older children have written letters to their parents about what they like to do. As a result children are skilled in writing their names and other words, such as, their friend's name. Babies have space to roll, crawl and move around the room and they reach out for toys promoting their hand-eye coordination. Staff actively engage children in sensory activities, such as, play dough, using paint and glue, playing in porridge sand and water. Consequently, they enjoy splashing and giggle as they splash themselves, their friends and the staff.

Younger children have access to technological toys, such as, toy computers and play equipment in the role play areas. The older children use computers exceptionally well for writing, making pictures and playing games that support different areas of learning, such as, numbers and discovering information about dinosaurs. Children use numbers routinely during play and rhyme time making them highly competent in counting and problem solving. Staff promote equality and diversity through play and activities throughout the year. Children learn about the local community in which they live because they go on visits, such as, posting letters in the village and have visitors at the nursery.

Overall the day is organised well enabling children to move around independently and access toys and resources at will. However, during the inspection, the procedure for taking older children outside was not effective because it was too slow. Children benefit from a bright, stimulating environment where their work is displayed. Consequently, this is meaningful and children they can explain what they see. The outdoor play area is used effectively to promote children's learning and in a range of ways, for example, growing herbs, flowers and vegetables and mark making activities. A wide range of climbing equipment enables children to develop their confidence and coordination. However, this does not fully challenge older and more able children. Indoors developmentally appropriate toys and resources are available to all children and they can access additional resources at will to support their learning and development.

The planning and flexible delivery of the Early Years Foundation Stage allows children time to participate in a stimulating range of planned activities and to initiate their own learning and play. Consequently, children are very settled and engaged. The key worker system works well in practice enabling staff to use their observations of children to plan and provide a developmentally appropriate experience that challenge them to achieve. Records of children's progress are in place and indicate their achievements. These are shared with parents so that they know and can help their children to reach their goals. Staff actively listen to what children say and work very closely with parents. As a result they meet their individual needs of the children exceptionally well. The management of routines for babies and younger children are compatible with home, helping them to feel secure.

Children feel safe in the setting and are happy for their parents to leave. They show good behaviour and have high self-esteem because staff promote a calm, caring atmosphere. The older children take turns being a helper for the day which promotes their sense of responsibility and care for others. Although, on occasions

their independence is not fully promoted because staff sometimes pour drinks and apply sun cream. Staff manage minor accidents, such as, toddlers falling over well. A cold compress is applied to the site of the injury and parents are informed. Meal times are used to help children learn skills for later life, such as, using cutlery. They clearly enjoy their meals and develop a range of tastes because the cook provide an international diet which is prepared from fresh ingredients everyday.

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

How effectively is the Early Years Foundation Stage led and managed?	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	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	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	1
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	1

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