



Wooden House Nursery School

Inspection report for early years provision

Unique Reference Number	EY293909
Inspection date	03 May 2005
Inspector	Carol Cox
Setting Address	The Wooden House Nursery School, Chevithorne, Tiverton, EX16 7QD
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Registered person	Linda Palmer
Type of inspection	Integrated
Type of care	Full day 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Wooden House Nursery School operates from a converted wooden house. The premises consist of a quiet room, a nursery classroom, four further classrooms, an office, a resource room, two kitchens, one large communal room, three bathrooms with toilets and one separate toilet. There is an enclosed area for outside play. The nursery is set in the rural area of Chevithorne Barton.

The group opens five days a week during school term times. Sessions are from 8.30

until 15.15. Children attend for a variety of sessions and may stay for lunch. There are currently 53 children on roll aged from two years nine months to four years. There are 44 children in receipt of nursery funding. The setting has experience of supporting children who have special educational needs and who speak English as a second language.

Seven staff work with the children. Six have early years qualifications. One staff member is currently on a training programme. The group receive support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop well in a healthy environment where they enjoy fresh air and opportunities to learn and play in a safe and beautiful space. They develop good physical skills through a range of well planned activities both inside the nursery school and in the garden where they use well maintained equipment to develop both small and large movements with control. For example, children enjoy digging the earth to grow flowers and vegetables in the garden and build obstacle courses with large blocks during indoor play.

Staff have a good knowledge of child development and plan learning and play to help all children develop well. Children's individual physical needs are identified and met sensitively through close relationships between staff and parents. The younger children in the nursery benefit from the use of the Birth to Three Matters framework when staff plan activities. For example, a member of staff takes in some snails for the children to observe before re-homing them in the garden, children learn about their world and make connections with the need for living things to have homes.

Children enjoy healthy and nutritious snacks and drinks and learn about healthy eating. They help themselves to drinks from a water dispenser and can identify and meet their own needs. For example, when playing outside children realise they are getting hot and take off their own coats. Accurate records are maintained of all accidents and medication administered with parental guidance and consent.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy a safe environment where they move freely and access good quality toys and resources appropriate to their abilities. This means that children are able to start making choices about their own learning and choose resources to support their play.

Children learn how to make themselves safe through clear guidance from adults. When playing in the role play corner a group of boys talk to a member of staff about being careful of doors pinching fingers and how they can avoid accidents. Children

take part in regular fire drills and know it is important to be quiet and listen to instructions to evacuate the building. Children ask for help when trying to access high shelves or when exploring new ways of coming down the slide. They are protected well by staff who have a good understanding of how to keep the building secure and what to do if a child is lost or not collected.

Staff know how to recognise signs of abuse but acknowledge that further training to fully update knowledge of local Area Child Protection Committee procedures is needed.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The quality of teaching and learning for the youngest children is good. Children learn well because staff are skilled and use their knowledge of the birth to three framework to plan a range of activities which excite and stimulate children's natural curiosity and desire to explore. Children ask searching questions about their experiences and staff respond positively. Children use their imaginations to replicate familiar scenarios and use objects to represent other things, such as a girl using pretend garden shears as hair dressing scissors.

Children enjoy close relationships with staff who use their partnership with families to identify and plan for the needs of each child. Children are encouraged to join in planned activities but are able to extend their learning through their own ideas, for example, children start making models of snails out of play dough but soon decide to extend the range to include snakes and sausages!

Nursery Education

The quality of teaching and learning for the funded children is satisfactory. Children learn in small groups and enjoy well planned activities which help them progress through practical activities. Children's own work is valued by staff for example, a group of four year-olds draw and cut out their own birds, after using reference books to identify different species, to be used for the display board.

Children dictate captions for the teacher to write on the computer demonstrating a clear understanding that marks have meanings. However, there are very few examples of children's own writing on display. Children use counting and number recognition skills in games and activities. Their learning is reinforced through counting and use of mathematical language in daily routines such as snack time.

Children are developing a good knowledge and understanding of their world through frequent use of the surrounding area and the range of interesting resources.

Children are making generally good progress in all areas of learning. However, staff knowledge of the foundation stage curriculum is not consistently secure and the present assessment system is not used effectively when planning for individual children, consequently those who learn more quickly are not always sufficiently challenged.

Helping children make a positive contribution

The provision is good.

Children settle confidently with good support from staff who work closely to build good relationships with parents. Children learn to share and take turns through well planned activities and staff help them realise that their behaviour may affect others. Most children behave very well and show kindness and consideration to others. During assembly younger children are helped by staff to share in games and discussions with older children. Older children help the younger children during play in the garden.

Children have opportunities to learn about other people and their lives and people visit the nursery to talk about their lives and jobs. Children have a good opportunity to learn about their own environment through well planned activities. They have chances to begin making decisions for themselves through choosing activities and resources. Staff have a positive attitude towards helping children interact well with others. Children's spiritual, moral, social and cultural development is fostered.

There is a good partnership established with parents who are invited to contribute their knowledge and views about their children's needs before starting at the nursery to help children settle. Children take books home to share with parents and the active parents' committee provides fundraising to buy equipment for the nursery. Parents enjoy regular newsletters, notices and verbal and written feedback about their children's progress.

Organisation

The organisation is satisfactory.

Children are well protected and cared for through the adults' good knowledge of child development and sensible policies and procedures. The organisation of the nursery means that children have large spaces and good support from staff to play and learn. The leadership and management of the nursery education is satisfactory but does not yet effectively monitor the quality of teaching and learning.

Documentation to safeguard children's well being is in place and stored securely. The staff have annual appraisals to identify areas for development but there is no clear training plan in place at present.

The good quality of care and the satisfactory nursery education means that the needs of the range of children who attend the nursery school are met.

Improvements since the last inspection

At the last inspection, under the previous owner, the setting was asked to write new procedures for the safe use of the local pool. A procedure has been written and is included in the revised operational plan. All staff will be made aware of the new procedures before the children use the pool. The setting was also asked to provide a

step at the fire exit in the nursery classroom to allow safe exit. A step has been installed and children can now exit safely.

Complaints since the last inspection

There are no complaints to report.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure staff have a secure knowledge of child protection issues and local Area Child Protection Committee procedures

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- introduce a system to monitor the quality and consistency of teaching to ensure children make maximum progress
- develop staff knowledge and understanding of the foundation stage curriculum to ensure that all children make good progress

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