

Filkins Nursery (The Old Station Nursery Ltd)

Inspection report for early years provision

Unique reference number	EY361061
Inspection date	17/09/2008
Inspector	Pamela Edna Friling
Setting address	The Old School, Filkins, Glos, GL7 3JJ
Telephone number	01367 860 594
Email	sarahsteel@theoldstationnursery.co.uk
Type of setting	Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Filkins Nursery was registered in 2007. The nursery is one of 13 settings operated by The Old Station Nursery Limited. The provider is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery operates from the old school house in the village of Filkins, near Lechlade, Gloucestershire. The nursery is open for 51 weeks of the year from 08.00 until 18.00 each weekday. Facilities include two playrooms and an enclosed outdoor play area. A maximum of 28 children over two years may attend at any one time. There are currently 32 children on roll. Of these, 19 receive funding for early education. Care is offered to school age children before and after the school day and during school holidays. The nursery employs six staff to work with the children. Of these, three hold appropriate early years qualifications at Level 3.

Overall effectiveness of the early years provision

Filkins Nursery effectively meets the needs of the children who attend and enables them to make good progress in their learning and development. Children's care needs are well addressed by the caring and skilful staff team. Staff provide a warm and friendly environment where both children and their parents feel welcome and good quality information is shared. Children individually benefit from a well planned, wide range of interesting and meaningful experiences which recognise their uniqueness. The staff team work closely together to evaluate practice and continually improve experiences for children within the nursery.

What steps need to be taken to improve provision further?

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

- organise and provide individual sleep equipment
- further develop the use of the small playroom and the introduction and explanation of activities to promote children's ability to make informed choices
- extend daily risk assessment of the outdoor area to include the use of pedal toys and exceptional circumstances such as building maintenance.

The leadership and management of the early years provision

The nursery is generally well organised. All required policies, procedures and records are in place, clear and up to date. There is a strong staff team with clear understanding of their individual roles and responsibilities. Children are safeguarded effectively through staff knowledge and understanding of required procedures. Staff confidently describe actions they will take to safeguard children. Staff carry out and record comprehensive risk assessments, however, these do not identify minor issues relating to the use of pedal toys or visiting maintenance staff and associated hazards. Robust systems for recruitment, induction and appraisal

ensure staff development needs are identified and training opportunities offered. Detailed written evaluation of the provision identifies strengths, areas for improvement and timescales for future developments. For example, further extending links with other groups to ensure future individual needs are identified and contributions towards children's learning journeys welcomed.

The partnership between the nursery and parents is strong. Parents speak highly of the quality of the care and education their children receive. Good verbal and written communication is firmly established. Parents receive regular informative newsletters containing details of planned topics and how they can extend activities at home. For example, co-operative working on a poetry project resulting in a delightful nursery poetry book. Links have been established to ease the transition as children leave the nursery to begin their school career.

The quality and standards of the early years provision

Children are highly involved in purposeful and meaningful play which stems from their interests and actively promotes their learning and development. Staff show good understanding of how children learn and develop. They plan and provide an enabling indoor and outdoor environment which encourages children to extend their own learning as they play. For example, children extend the group topic on 'Themselves', they discuss parts of their bodies as they draw round each other on the floor outdoors. However, the structured use of the small play room limits children's choice of free play areas. Well planned experiences across all areas of learning are organised to encourage exploration. For example, children plant and grow vegetables and enjoy playing with arctic animals in a cold jelly bath. However, planned activities and experiences are not fully introduced to children to help them to make an informed choice. Systematic observation and assessment of children as they play enables staff to plan for next steps of learning. Staff encourage critical thinking and problem solving through excellent interaction with the children and effective questioning. For example, staff question younger children as they discuss how to make impressions in clay and then make it smooth again. A range of good quality information is shared between the nursery and parents to promote an informed partnership in the children's learning and development.

Children are confident, motivated, kind and very well behaved. They develop friendships, work well together and help each other. For example, children independently assist each other with putting on boots. Staff and children are very respectful of each other. Children confidently recall past events, share news, ask questions and talk together as they show items from home. They actively use mark making equipment as they play, both indoors and outside. Daily routines and free play experiences are used to positively develop children's counting and problem solving skills. Children are competent when independently using the computer and electronic toys. They develop their knowledge of the local community as they walk in the village, take part in charity fundraising events and interact with visitors to the nursery. Children are freely creative as they independently select items and tools during their art and craft activities. Role play areas are well equipped to encourage children to play imaginatively.

Children are learning how to remain healthy. They take part in daily physical exercise, enjoy fresh air, benefit from nutritious food and develop good personal hygiene routines as they clean their teeth and wash their hands. Children have time for rest and sleep within the busy daily routine. Sleep equipment is limited and does not remain individual to each child to prevent any possible spread of infection. Staff extend children's understanding of how to stay safe as they discuss the emergency evacuation procedure and how their behaviour may affect others. Children's individual specific needs are well met through staff knowledge and understanding of each child in their key group, helping children to feel fully included.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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.