

Western Elms Nursery School

Inspection report for early years provision

Unique reference number EY295050
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Inspector Derelyn Burns / Maureen Edith Sinclair

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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

Western Elms Nursery first opened in 1962 and has been under the current ownership since 2004. The nursery operates from a large Victorian house in West Reading. There is level access to the nursery and children use a number of rooms on the ground and first floor. There is a fully enclosed area available for outdoor play. A maximum of 48 children may attend at any one time. The nursery opens each weekday all year round. Opening hours are from 08:00 until 18:00.

The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. There are currently 67 children on roll, all within the early years age range. Children attend for a variety of sessions. The setting is able to support children with special educational needs and English as an additional language.

The management team consists of three staff, all of whom hold relevant early years qualifications. There are 12 staff employed to work directly with the children. Of these, six hold relevant early years qualifications. A further five staff members are working towards relevant childcare qualifications. Additional staff are employed to undertake kitchen and administration responsibilities.

Overall effectiveness of the early years provision

Children thrive in a fun and encouraging environment. They make good progress in their learning and development, supported effectively by staff's thorough understanding of their individual needs. The management team have a commitment to continuous improvement. They have excellent systems in place that continually monitor and evaluate all areas of the provision to enhance children's experiences.

What steps need to be taken to improve provision further?

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

- provide further opportunities for play and learning that acknowledge children's cultural backgrounds.

The leadership and management of the early years provision

There is a strong management team who lead by example. Self-evaluation is built into the daily routines. Systems are rigorous and involve staff and parents on a regular basis. Assessment of their practice is accurate and they continually strive for improvement even when practice is very good. Recommendations made following their last inspection have been fully met and have had a positive impact on outcomes for children. For example, all children experience daily outside play and the addition of a sensory garden enhances their experiences.

Policies and procedures are in place and meet requirements of the Early Years Foundation Stage (EYFS). These are disseminated to staff through good induction procedures, regular staff supervision, and monthly staff meetings as well as individual room staff meetings. Staff are deployed effectively throughout the nursery and provide children with good support to meet their welfare and learning and development needs.

Effective recruitment procedures ensure staff are suitable, promoting children's safety. All staff attend child protection training and have a good knowledge and understanding of the setting's policies and procedures. Children play safely in a secure environment that is free from hazards. They use a wide range of resources and equipment that are well-maintained and age appropriate. Children's use of the resources and equipment is supported by the purposeful interaction and effective questioning of staff. Younger children express their delight as they dance around the room singing along with staff, dressed in a reindeer and mother Christmas costumes.

Information gained from parents is comprehensive and forms a solid basis for staff to ensure activities are pitched at the right level for each child. Initial meetings between parents and staff are highly effective in capturing unusual information about children's interests, such as sharks, which staff incorporate into their planning so each child feels fully included. Diversity of children's home languages is respected and staff obtain key words to use to help children settle and form a sense of belonging. The sharing of comprehensive information is a two way process, for example, parents are provided with a wealth of information on a variety of early years issues, such as, weaning, toilet training, and other experiences available in the community.

The quality and standards of the early years provision

All children make good progress across all areas of learning, towards the early learning goals. Staff know the children very well and plan and provide opportunities and activities to meet each child's individual needs ensuring all children make good progress, in relation to their starting points and capabilities. These routines are used by staff to reinforce number and simple calculations, for example, working out how many more forks are required for the number of children eating dinner. Young children pick up objects and confidently name their shape. Each room's layout is thoughtfully considered to support all children's needs, such as low-level storage, and separate carpeted and hard floor areas in rooms used by the under threes. Boys lay the table at lunch time and wash up and dry snack plates and drinking cups. Older children help themselves from drinking dispensers when they are thirsty. Younger children playing in the sand can make as much mess as they wish in the area especially designed for this. Children's cultures are valued by staff, although they are not fully supported in the play environment on a daily basis to further enhance children's understanding of the world in which they live.

Children of all ages listen attentively to stories. Children are confident and self-

assured speakers, they eagerly ask for their turn to 'read' to the group. They point out paintings and art work on walls and talk about how they enjoy being at the nursery. Positive behaviour management by staff encourage children to think about their actions and their consequences on others, for example, not to throw cars, as their friends are sitting close by and may be hurt. Children treat each other with consideration, during lunch a child gave up their seat to another who wanted to sit next to their friend.

Posters and signs around the nursery remind all children to wash their hands which older children do without prompting. All children thoroughly enjoy the excellent range of home cooked nutritious food. Menus are varied and take full account of individual children's dietary and developmental needs. Children learn about where food comes from as they plant vegetable seeds, watch them grow, dig them up, then enthusiastically eat the results.

There are plentiful opportunities for children to rest and relax according to their needs. Children's bedding is hygienically stored in individual bags labelled with a photo and name of each child, enabling early name recognition. Children form extremely close relationships with staff from an early age. They are secure in the knowledge that cuddles and comfort are always available. Staff are enthusiastic in their work, and this makes a fun and vibrant atmosphere throughout the nursery. Displays of photographs capture the sense of enjoyment from both staff and children.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 or the last inspection. 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.

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