

# School House Nursery

Inspection report for early years provision

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**Unique reference number** 127521  
**Inspection date** 27/02/2009  
**Inspector** Robina Tomes

**Setting address** School House, School Road, Sandwich, Kent, CT13 9HT

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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

School House Nursery opened in 1992. It operates from a converted schoolhouse on the grounds of Sandwich Infant School. There is no ramp to enable wheelchair access to the setting which has steps into it at both the front and back. At the time of the inspection the setting was registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery has access to four rooms, toilets, a kitchen and an outside area. The nursery serves the local area and surrounding towns. A maximum of 20 children may attend the nursery at any one time. It is open each weekday from 08:00 to 18:00 Monday to Thursday and 08:00 to 16:00 on Fridays for 51 weeks of the year. There are currently 59 children aged from two to under eight years on roll, 49 of these are within the Early Years Foundation Stage. Of these, 30 children receive funding for nursery education. The nursery supports children with learning disabilities/difficulties and children who speak English as an additional language. The nursery employs five staff to work with the children. They all hold appropriate early years qualifications. There is also a cleaner employed. The nursery receives support from the Local Authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. School House is a welcoming, inclusive and caring nursery where both children and parents feel valued and involved. This is reflected in parents' positive comments and children's eagerness to attend. The good induction procedures enable new children to settle in quickly and enjoy the range of activities on offer. Staff use their good knowledge of children and their individual needs, interests and abilities to successfully promote their welfare and learning. Children make good progress, given their age, ability and starting points. The commitment of the manager and staff team together with good support from the local authority ensures continuous improvements are made to the service provided.

## What steps need to be taken to improve provision further?

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

- develop the observation, assessment and next steps record system in line with the Early Years Foundation Stage guidance
- improve the rigour of risk assessments to ensure effective safeguarding procedures

## The leadership and management of the early years provision

The nursery is well organised and effective in promoting children's welfare and learning. The manager and committed staff team work well together to ensure it runs smoothly and ensures a good level of challenge for children. There has been

good improvement since the last inspection and the issues have been effectively addressed. The good links with the local authority have supported the manager in establishing clear priorities for further improvement. Formal self-evaluation of the provision is at a very early stage of development. The staff team are working on the development of a system to sharpen its evaluation of its work in order to inform planning to raise the quality of its work with the children.

Staff are committed to extending practice through attendance on training courses. Policies are in place to safeguard children. These include a visitors' book and a secure entry system. Staff are well deployed to promote children's welfare and have a good understanding of the processes to follow should they have concerns about a child in their care. Procedures for safeguarding are effective. Risk assessments of all resources and activities are carried out but the monitoring and review of these is not yet rigorous enough. Staff know the children well and plan for their individual needs. They keep ongoing profiles of children's achievements which reflect their development over time. However, planning and assessment are not yet closely enough linked to effectively plan children's next steps in learning. The new Early Years Foundation Stage framework (EYFS) is being implemented but is not sufficiently integrated into the planning and assessment process.

Good relationships are established with parents through the induction procedures. Daily contacts ensures that partnership with parents is good. The links with the infant school on site support the easy transition of children to school. Parents appreciate the frequent contact with their child's key worker, and are well informed of their children's progress. In addition newsletters are used to ensure that parents are kept informed of what is happening in the nursery.

## **The quality and standards of the early years provision**

Children are motivated to learn by an enthusiastic staff team who provide challenge and support to them. This accelerates their learning and enables them to make good progress towards the early learning goals. Resources and activities are organised to allow independent access and develop children's confidence despite the limitations in room size. Children engage readily in the range of activities available and work and play together well, both sharing and working independently. Through a range of activities including art, sorting and discovery, children collaborate well, talk about what they are doing and show a good level of care and consideration for each other. Good relationships with staff ensure that children listen and respond well to them. The very good use of a specialist musician enables children to enthusiastically participate in both rhythm and singing activities to extend their experiences and confidence. There is an appropriate balance of child initiated and adult led activities. Staff monitor and intervene as needed to support children's development, asking questions, giving praise. For example, extending their writing by using name cards to help them write their names. However, there are some missed opportunities to further extend children's thinking, for instance with the use of open rather than closed questions.

The effective use of the 'snack bar' ensures that children are able to make choices about their snacks and when to eat them, without interruption to their

investigations and activities. This also enables children to have at least five fruit and vegetables daily, in addition to giving opportunities to discuss the healthy aspects of food. Children are also able to become more independent by selecting and pouring their own drinks. The outdoor area is well planned to reflect the areas of learning and offer further purposeful and physical opportunities, such as digging the garden to fill the wheelbarrow and transport soil to where it is needed. Boys and girls use all the equipment equally and all are supported in learning to play safely together. They understand how to stay safe in this environment especially when using the stairs. There are not yet opportunities to learn about the wider world through visits or trips outside the nursery. They have a good understanding of routines, and are able to put on their outdoor clothes as needed. Even the youngest children are aware of the need to wash their hands after using the toilet. Children are interested, curious and developing well as independent learners.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
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](http://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 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.