

Avenue Nursery School LTD

Inspection report for early years provision

Unique reference number EY386830
Inspection date 10/07/2009
Inspector Susan Jennifer Scott

Setting address Parklife, Kings Road, Herne Bay, Kent, CT6 5RE

Telephone number

Email

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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

Description of the setting

Avenue Nursery School Ltd has been registered since 1974 and have been operating from their new premises since 2009. It operates from a children's centre in Herne Bay, Kent. All children have access to a secure outdoor play area. The premises are accessible to people with disabilities.

The nursery is open five days a week with the main sessions from 09:00 till 15:15 although there is provision made for children to attend from 08.00 to 18.00 if requested. This includes a breakfast club from 08:00 until 09:00. The nursery is open for 48 weeks of the year.

A maximum of 26 children in the Early Years age range may attend the nursery at any one time. No overnight care is provided. This provision is registered on the Early Years Register. There are 56 children who attend the nursery at present. The nursery offers care for children with learning difficulties/disabilities, and is fully accessible to anyone in a wheelchair. Children who speak English as an additional language are welcome.

There are 14 staff, all of them hold childcare qualifications to NVQ level 2 or 3 and 4 staff hold a level 4. Their cook holds food handling qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. There are excellent arrangements with parents and other professionals in order to provide good support for children with learning difficulties or disabilities. Children experience innovative procedures to settle them in successfully and the information collected contributes to thoroughly personalised individual learning plans. All children really enjoy their time in the nursery and are making very good progress in all areas of learning. They are each valued and treated with kindness and respect by staff who effectively promote their welfare and development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- create an indoor environment that is reassuring and comforting for all children
- keep records about vehicles in which children are transported, including insurance details and a list of named drivers

The leadership and management of the early years provision

The managers use their expertise to enable all staff to contribute to the organisation of the nursery and staff have their own areas of expertise which are used effectively. The dynamic team have established a secure framework and processes that enable all the children to achieve very good progress. There are secure systems to enable staff to evaluate, assess and plan for children's individual progress and learning effectively. The strong leadership of this stable and harmonious staff team is supported through staff consultation. Staff frequently participate in training which underpins their positive approach to improvement and which has enabled them to build upon the quality of provision. The positive outcomes for children are the result of commitment and investment of all staff in the nursery.

There are up to date policies and procedures in place that benefit children and their families and that support staff in their work. For example, staff are able to contribute their knowledge and skills through regular staff meetings and, as a result, children's welfare, care and learning are of exceptional quality. There is a minor improvement suggested for the record keeping which would allow information about the use of vehicles to be accessible if required. The staff also carry out observations and evaluations of each other, enabling them to identify continual awareness and improvements.

Parents confirm that children benefit from the close links with the nursery and all the staff. The required documentation required is all in place and the provider provides a variety of regular information which is shared with all parents. There are systems to encourage children and parents to contribute information and expertise and this supports children's enthusiasm for their play and learning. For example, children regularly bring items for the show and tell group time and it is clear their contributions and ideas are listened to and valued. Parents have good opportunities to see examples of work their children have done, and receive regular updates on their progress. The nursery provides information about the curriculum and activities that children enjoy. Users of the nursery benefit from questionnaires which are used to ascertain levels of satisfaction and suggestions for improvement. The nursery has identified further resources such as extended facilities to enable more users to benefit from the service and is now planning to achieve this.

The quality and standards of the early years provision

The organisation of the day is good, with a good balance of individual choices, small and whole group activities. Children enjoy optimum opportunities for active or quiet play in the stimulating outside environment. They experience highly appropriate opportunities to participate in activities and visits in the local community. For example, children entered Herne Bay in bloom by planting tubs of flowers, and also plant flowers in pots to sell at their fete. All children enjoy a trip using the local train service to Margate beach where they can explore the sand and collect shells. Children benefit from the imaginative play opportunities outside,

using the playhouse and an outdoor arc which serves as an ice cream parlour, with signs and pictures extending their imaginative ideas. Children are encouraged to use their senses to investigate when making food, such as, home made ice cream and small cakes for the fete. Children enjoy racing with eggs and spoons for their sports day and receive medals and certificates which significantly enhances their pride and sense of achievement. Children's independence is promoted during many routines, as many children look after their personal needs, such as, pouring themselves a drink of water. They enjoy playing music of their choice, although it occasionally causes a distraction by being loud.

Children extend their understanding of their environment, family events and outings because staff skilfully promote conversations during the routines, such as, lunchtime when they eat at tables, sitting with their key workers and co-workers. As a result of the extremely supportive interactions with staff throughout the day all children are making very good progress in their social and emotional development and their communication skills. Children learn how to care for the guinea pigs, and become very excited at the arrival of the ponies to provide rides at their fete which gives them purposeful opportunities to learn about sensible behaviour. Children are inspired to learn about numbers and comparisons using the paper target on the fence which enables them to 'score' with their feet when swinging on the tree, as they note their scores beside the target. Children have made a wooden bridge to support their understanding of the 'Billy Goats Gruff' story and use this in a versatile way for climbing and extending their physical experiences. They explore forces and the flow of water as they use the water tray with pipes they can fix to create a run of water flowing through pipes.

Staff promote independent learning, organising a stimulating environment and extensive resources to inspire the children. They use very good skills, effectively prompting children to think and extend their understanding by making choices, exploring, discussing and investigating. Children's ideas are evaluated every day and added to the planned starting points so that staff can focus on developing the activities to support identified development needs of all the children. Children's achievements are systematically recorded and linked to the curriculum areas and staff are using this information effectively to support their progress.

Children settle extremely well in this secure and welcoming environment, due to the home visits made by staff and the extended settling in period. Children with learning difficulties or disabilities are welcome and able to access all parts of the nursery, facilities and resources. Children benefit from playing in a varied outdoor environment that offers good opportunities for all types of play, investigation and exploration throughout the day. There are many brand new facilities to encourage physical play, role play and musical experiences in the outside area. All children are enthused by the play and learning opportunities which are extended by the staff who use open ended questions and regular evaluation to develop the curriculum. There are plentiful displays of pictures, posters and children's work, showing that children's contributions are valued and nurtured. However, as the nursery obtains more resources, the space available and the impression of crowding in some areas, such as the book storage area, is likely to increase. Children access a good range of multi cultural resources to extend their understanding of diversity which enables their development.

Staff have a very good understanding of safeguarding issues and there are clear procedures in place to refer any concerns to the appropriate agency. This provides safeguards for the welfare of children, as does the clear information provided for parents on how to raise complaints or concerns. Staff use thorough, clear and accessible procedures which supports parental confidence in the provision. Children are safeguarded by a really good range of safety measures, vigilant staff and well documented risk assessment procedures. For example, there are security codes on doors and locks on gates into the nursery premises as well as a manned reception area. This means that children enjoy their play in a very secure and safe environment.

Children's understanding of right and wrong is successfully promoted through consistent boundaries which enables them to learn desirable behaviour, developing their confidence to learn to take turns and share. They assist staff in tidying up and have very positive relationships with adults who employ sensitive strategies to deal with any behaviour difficulties; these positive strategies build the children's confidence. Children benefit from good procedures to protect their health at all times and can easily help themselves to tissues or wash their hands independently. The food preparation and storage facilities are excellent as staff have adopted the practice advised by the environmental health professionals.

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?	1
How well does the provision promote inclusive practice?	1
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?	1
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?	1

Quality and standards

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

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