

Benington Nursery

Inspection report for early years provision

Unique reference number EY391313
Inspection date 28/09/2009
Inspector Susan Parker

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Type of setting Childcare on non-domestic premises

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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).

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.

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Description of the setting

Benington Nursery has been registered since 2009. The nursery is privately owned and managed. It operates from a mobile unit within the ground of Benington Primary School, Benington village near Stevenage, Hertfordshire. The nursery has a main play room and a smaller room used as a cloakroom and for small group activities. There are two toilets, a partitioned kitchen area and two fully enclosed areas available for outdoor play. Children also have use of the school field and hall.

The setting is registered to care for a maximum of 20 children under eight years at any one time, of whom no more than 20 may be in the early years age range. There are currently 31 children on roll. The setting also offers out of school care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities, and who speak English as an additional language.

The setting is open five days a week during school terms offering the following sessions;

Breakfast club 7:50am to 9am, nursery session 9am to 12pm. Afternoon sessions are flexible starting at either 12pm or 1pm to 3pm,

Lunch club 12pm to 1pm and after school club 3:10pm to 6:15pm. During school holidays the setting provides a holiday club from 10am to 2pm. Children are able to attend for a variety of sessions.

The setting employs five members of staff, of these, four hold appropriate early years qualifications and one member of staff is currently working towards a recognised early year's qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff gain excellent knowledge of each child's individual needs through detailed observations and good links with parents and carers. This ensures that they successfully promote all aspects of children's welfare, learning and development. Children's safety and security are a priority and the children are learning about keeping themselves safe while exploring the world around them. The partnership with parents, the local school, children's centre and other agencies is excellent and is highly significant in ensuring that the individual and diverse needs of all children are exceptionally well met. This greatly benefits the children who make outstanding progress, given their age, ability and starting points. Regular information sharing, excellent professional partnerships between all staff and regular evaluation by the team ensures that daily practice is successfully analysed and enhances clear visions for future 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:

- continuing to enhance the outstanding organisation of the outside learning areas.

The effectiveness of leadership and management of the early years provision

The outstanding leadership and management of this setting underpins the exemplary welfare, learning and development of each and every child attending. The manager works in close partnership with her team of experienced staff. Both she and the staff are highly effective in the organisation of the excellent levels of individual care and learning for each child. Every child's individual needs are well known by the staff, clearly recorded and met. Robust safeguarding policies, outstanding daily practice, and a commitment to training ensures that children are safe and well protected. Staff are vigilant in their supervision, allowing children freedom of movement and choice while being very close by if needed. All members of staff have undertaken recent training in safeguarding, resulting in an excellent understanding of the signs and symptoms of child protection and the procedures to follow if there are any concerns. Staff are highly committed to promoting children's safety at all times. This includes teaching the children to play safely and be aware of possible hazards. Well-planned, creative and imaginative activities, visits and outings enable the children to practice their skills and fully explore their environment safely.

Children thrive in this highly organised and stimulating environment where the staff team dedicate time to enhance the setting by implementing very effective systems to monitor and evaluate the provision including full consultations with parents. The manager has completed a self-evaluation of the provision, however, this was not available to see at the time of inspection. Parents and carers receive excellent information regarding their children, including all aspects of their welfare and developmental achievements. This includes detailed information on the staff experience and qualifications, useful links to community resources and a full written set of policies and procedures.

The manager and her team have a very positive attitude and are fully committed to enhancing the welfare, learning and development of every child attending. Every child's individual and diverse needs are fully met. Regular detailed observations of the children and the caring relationships formed ensure that staff are completely in tune with each child. Every child has a full and detailed record of their achievements and individual needs. This is regularly updated to ensure that it reflects each child's current levels. Staff discuss the next steps in each child's development and ensure that these are achieved with well-planned, exciting and challenging activities which are very effective in promoting children's excellent progression towards the Early Learning Goals. Children are able to choose and easily access for themselves, a diverse range of good quality toys and excellent resources that are age appropriate and in excellent condition.

Any accidents are recorded and the setting checked daily for hazards. Any areas where accidents happen are immediately addressed, for example putting a safety mat at the bottom of the outside steps, and planning ahead the installation of a child height hand rail. This shows how committed the staff are in encouraging children to be highly independent in a safe environment. Children who are unwell are cared for with great compassion and expert knowledge. Staff also ensure that children are protected from the spread of germs or infection. The children themselves are learning why they need to 'wash away the germs', and that they need to take care with the knife because it could 'cause an ouch' Through the excellent practice shown by the staff, who act as good role models, the children are gaining a secure understanding of how to keep themselves healthy and safe. The children display very good hygiene habits, for example, washing their hands before eating and disposing of tissues hygienically. They are learning about the benefits of regular fresh air and exercise.

The staff are very effective in working in close partnership with the parents, other settings and other professionals. Through these effective partnerships, staff are able to gain an all round picture of the child's individuality, are able to fully include them in all activities and to set them achievable challenges to actively promote their excellent progression towards the early learning goals.

The quality and standards of the early years provision and outcomes for children

Children blossom in this outstanding provision where their individual needs, interests and abilities are truly catered for. The staff and key workers know each child very well and are able to provide them with very well-resourced, exciting and interesting games and activities which stimulate their natural curiosity and imagination and develop their learning. For example, taking photographs on a nature walk and repeating the trip a few weeks later so children can see for themselves the changes in the trees. They take photographs to remind themselves and compare the changes. Children bring back different coloured leaves from green to dry and crackly brown. They are able to see for themselves the changes and predict what will happen to the green leaves. Children are very well protected by staff which enables them to explore and extend their play in a safe environment. They are learning how to use an array of tools carefully without hurting themselves or their friends. They are adopting healthy habits and developing a sense of looking after themselves. They pour their own drinks and collect the correct number of beakers or bowls for the number of children on their table at snack time. They put on their Wellington boots when playing in the garden and display exemplary levels of good behaviour. Staff act as excellent role models for the children, and gently remind the children about unsafe acts and being polite to each other. This promotes the children's sense of self-esteem and confidence, making learning a very positive experience.

Children have regular access to outdoor play, and are always dressed appropriately for the weather. Part of the garden is covered and able to be used in wet weather. The manager and staff have a vision of the improvements they want to make to

this area which will enhance the outdoor area into a true extension of the indoor learning environment for the children.

The children are establishing very good social skills as well as firm friendships. They feel safe in the company of all the adults in the setting, and the bonds between the staff and the children show that children care for and respect their teachers and their friends.

Children's language and communication is actively promoted. Children are encouraged to be very social, they are encouraged to talk and the staff really listen to what the children are saying. Children are encouraged to think critically as the staff gently extend their thinking by asking them appropriate questions about what they are doing and what they think may happen next. Children are extending their vocabulary every day through sharing books and talking about their experiences. They evaluate their own play by talking about their morning, what they liked best. Children are forming an excellent understanding of problem solving and numeracy; they recognise shapes including 2D and 3D shapes very well and are able to complete challenging puzzles. Children's mathematical thinking is actively promoted as an integral part of all activities such as counting the number of children on their table, recognising colours and familiar numerals. They are learning about the world around them through mixing in the local community, looking at seasons, plants and animals. They learn about what sinks and what floats and are learning about time. Children are very well supported and are encouraged to try to do as much independently as they can with full support of the whole staff team.

Through the excellent deployment of resources, the dedicated and knowledgeable staff team and a detailed understanding of their needs, children make outstanding progress towards the early learning goals given their individual starting points and abilities.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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