

Woodston Nursery

Inspection report for early years provision

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EY152302

Inspection date

16/12/2009

Inspector

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Setting address

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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

Woodston Nursery opened in its present premises in 2001 and is run by a voluntary committee. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Serving the local community, it operates from a classroom at Woodston Primary School in Peterborough. The nursery also has use of toilets, kitchen and storage facilities. Children share access to a secure enclosed outdoor play area with the school early years children. A maximum of 18 children may attend the nursery at any one time. The nursery opens five days a week during school term times. Morning sessions are from 9.00am to 12.00 noon. Afternoon sessions run from 12.00 noon to 3.00pm. Lunchtime provision is offered during these times. There are currently 36 children aged from two to under five years on roll. Of these, 23 children receive funding for nursery education. The nursery also participates in a local pilot project that provides funding for two-year-old children through the Children's Strategic Partnership (CSP). Children attend for a variety of sessions. The nursery currently supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The nursery employs six members of staff who work directly with the children on a full and part-time basis. All hold appropriate early years qualifications and the manager holds a Level 4 qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The provision is exceptionally effective in meeting the needs of the children. While thorough and accurate self-evaluation has brought about strong improvement in its practice and outcomes, the manager and committee continue to strive for further improvement. The nursery is exceptionally inclusive, giving excellent attention to the individual needs of all of the children.

What steps need to be taken to improve provision further?

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

- meeting the needs of all children by making more flexible arrangements for children to go individually to the toilet.

The effectiveness of leadership and management of the early years provision

Exceptionally strong leadership and management make excellent provision for the welfare, learning and development of the children. All children are kept safe as a result of thorough and efficient measures to ensure that adults are suitable to work with the children. They are well trained in safeguarding, with clear knowledge of

the systems in place and the responsible adults. All are trained to administer first aid to children. Adults are well prepared to fulfil specific responsibilities such as for special educational needs and/or disabilities (SEND), behaviour management and fire safety. They regularly update their skills on the basis of their personal appraisals, using regular staff meetings to spread knowledge gained through courses. The committee and manager, constantly seeking further improvement in their effectiveness, have addressed in full all of the recommendations made at the previous inspection. Following meticulous self-evaluation, adults led by the manager have reviewed their practices to help the children to develop independence while remaining safe and healthy. Adults collaborate at all times to plan experiences that meet children's interests, move them on in their learning and teach them to work together. The nursery has very strong, positive links with parents, who are overwhelmingly supportive and well informed about their children's progress. Parents regularly examine their children's records that are kept where they can access them easily when they collect the children. They talk daily to the key persons, and also have opportunities for more extensive discussion at termly consultation meetings. They in turn provide regular information from home that informs planning for individuals. Parents show in their responses to questionnaires that they believe the nursery is having a very positive impact on their children's development, particularly their independence and communication. Informed about the means by which they can complain about any issue of concern, they have not done so. Their principal request is for more access to sessions. Leaders have made changes in response to previous requests both from the parents and from the children, and report their actions to parents. The strong relationship between the nursery and its host school helps children to benefit from sharing the outdoor area with the reception class and then to move confidently into the school. This combination of highly supportive partnerships, effective self-evaluation and excellent improvement in the past gives the nursery outstanding capacity for further improvement.

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

Children make outstanding progress as a result of the care taken to provide for all of their interests and abilities. Excellent care for their welfare makes them grow in confidence as their strong relationships with key adults give them a sense of safety balanced by the excitement of new experiences. Detailed attention to their health is evident in the care that adults take to teach them the benefits of healthy diet and exercise, for example, offering meals from the school kitchen and suggestions for packed lunches. The partially covered outdoor area is popular even in poor weather because of its broad range of equipment for climbing, riding, exploring the environment and for role play. The manager monitors the ratio of children to adults in each area so that children play safely. Planning for children's learning and development is thorough, based securely on individual needs. Children's records show that each is involved in a wide variety of activities with highly detailed recording of behaviour and achievement on which next steps are clearly based. Weekly planning sets in place group activities that promote children's next steps, including both group and individual opportunities for sharing books, mark-making and counting. Children particularly enjoy group clapping and singing. Adults

collaborate in using observation of the children's present interests to plan for free choice opportunities. Children asking to use equipment that has not been set out know that they can play with it, and that they have to share it then help to put it away. Clearing away after indoor and outdoor activities, and after meals, is a recognised expectation. Therefore, children develop independence exceptionally well, while learning to take responsibility for their surroundings. Their enjoyment is high. Individual choice at the heart of all systems allows children to develop their own preferences while learning to co-operate with others, to make informed decisions and to keep themselves healthy. Key persons use questioning skilfully to encourage children to reason and to explain their ideas. Children are responsible for choosing their own fruit and drink at any time when they want it, but their key person makes sure that they develop the habit of washing their hands before eating. They can explain why they have to wash their hands. They go outdoors or come in at will, with equally varied and interesting activities in both areas. However, they have to ask to go to the toilet, as its position makes it necessary for them to be accompanied by an adult, and they usually go in small groups taking a two way communication system in case of difficulties. This can sometimes disrupt their activities. The nursery is exceptionally inclusive. Leaders respond to individual and group interests by organising visits, for example, to the local museum to see dinosaurs and recently to the shopping centre to see Santa. The special needs co-ordinator plans effectively to meet the needs of children with SEND, using external agencies to advise her and undertaking training in their areas of need. These children, therefore, make excellent progress in relation to their needs. Adults provide outstanding support for children who speak English as an additional language. They collaborate closely with their parents, learning to communicate with the children in their own languages while introducing basic English expressions. With the help of parents, children settle down quickly through planned celebration of their home cultures, sharing them with the other children. All children grow in confidence, so that they are ready to move on when they join the school's reception class.

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	1
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