

Elmdon Nursery School

Inspection report for early years provision

Unique reference number

122556

Inspection date

26/01/2011

Inspector

Jill Steer

Setting address

Elmcroft, Woodfield, Ashtead, Surrey, KT21 2RL

Telephone number

01372 273854

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Elmdon Nursery School is privately run and opened in 1987. It operates from a converted bungalow. Children have access to an enclosed outdoor play area. The nursery school is situated in a residential area in Ashted. It is open from 9.30am to 3.30pm on Tuesday and Wednesdays and from 9.30am to 12.30pm on Monday, Thursday and Friday during term times and for three days per week during school holidays.

A maximum of 22 children may attend the nursery school at any one time. There are currently 35 children aged from two and a half to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff, four of whom hold appropriate early years qualifications to at least NVQ at level 2. The setting provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children and their families are very warmly welcomed into an extremely friendly child-orientated setting. Children's care and learning needs are promoted to a consistently high standard and their welfare is assured at all times. As a result, children are making excellent progress through the Early Years Foundation Stage and staff continually promote every child's uniqueness. The setting shows an extremely positive attitude to providing an inclusive environment and liaises closely with parents and some other providers to meet children's individual needs. Very effective self-evaluation takes account of the views of staff and parents to ensure priorities for development are accurately targeted

What steps need to be taken to improve provision further?

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

- valuing children's artwork by providing a good balance between adult-led and child-initiated displays that remind children of what they have experienced
- creating a strong framework for partnership working to provide the best learning opportunities for children.

The effectiveness of leadership and management of the early years provision

The established staff team are very well qualified and experienced to provide good support and high quality care for children. They are well deployed and work very well together which creates an extremely calm and welcoming environment. A thorough induction process for new staff ensures they have had the required suitability checks and have a thorough understanding of all the policies. The policies provide a clear framework for all staff to provide consistently good care and practice for the children, including the safeguarding policy. This means any concerns the staff may have are managed promptly to protect the children. Partnerships have been developed with some other agencies to support children. However, the setting has not yet established close partnerships with other providers who share the care of some of the children and support their development at all times. Extremely good quality information is provided for parents about the care and curriculum. The weekly planning is displayed so parents are kept informed of what the children are doing on a daily basis and communication books ensure information is exchanged on a daily basis. Parents speak very highly of the setting, finding the staff approachable, the structure and planning for learning particular strengths for the children.

The management is inspirational with a clear commitment for continuous improvement. They have high expectations and inspire staff in reflecting on their practice to promote the best possible outcomes for each child in their care. As a result, children's achievements and well-being are exceptionally high. Thorough self evaluation processes have been implemented to reflect on their practice and identify key areas for improving the already high standard of care for children. Detailed risk assessments are in place for indoors, outdoors and when children are taken on visits which minimise their exposure to potential hazards. The extremely well organised use of space ensures children's personal safety and well-being at all times. Staff are highly proficient in explaining to children how to keep themselves safe, reminding them of safe practice and listening to instructions. Children have access to a range of high quality resources which are displayed on low level shelving and presented to a very high standard so all children can clearly access them and as a result, they are able to make individual choices in their play and learning. Children benefit from being cared for in an enabling environment, which is welcoming and child-friendly. The toys and resources are clean, well maintained and in a good condition which contributes towards the sustainability of the setting's provision.

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

Children are extremely happy and settled in this exceptionally child-centred environment in which each child is valued and respected as a unique individual. The planned daily programme arises from observations, assessment and monitoring of the children's individual progress. Staff are extremely skilful at

knowing when children do not need adult intervention and allow them the freedom to use their imaginations and create their own play situations. For example, as they construct a train track, strategically positioning tunnels and bridges so the engines can go through safely and making the right sounds as they go. Children are extremely well supported in their learning through the staff team's in-depth knowledge of how to successfully implement the Early Years Foundation Stage curriculum. Planning for both the indoor and outdoor areas receive equal attention so the same high quality provision is consistently available to children wherever they choose to play. Children consequently flourish in an environment rich with challenges incorporating all six areas of learning and taking into account their individual starting points and capabilities. Although each child has a key person with whom they build strong relationships, all staff know all the children well. This ensures they receive high levels of support and guidance so they feel extremely settled and secure.

Children eagerly settle each day, greeted by the staff and their friends, making them feel welcome and at home. The staff know each child extremely well; they inspire and motivate them to learn with their calm approach, patience and great enthusiasm. Children all behave extremely well, demonstrating great care and respect for both their peers and adults. They share and take turns with a maturity of understanding for young children of such difficult skills. For example, when a child is chosen to pour the drinks and help prepare snack, other children ask for a turn, but readily accept the explanation that their name is on the chart as having had a turn.

Children have many opportunities to learn about diversity in society and to value differences. They celebrate a wide variety of different cultural festivals to gain an understanding of a range of cultures and beliefs. They taste foods from different countries and access a broad range of resources throughout their daily play which increase their awareness of gender, culture, disabilities and age. Children show great confidence using numbers, they routinely count as part of their daily activities as well as adding, subtracting and calculating. They eagerly sit to listen to books being read to them, riveted to the talented storytelling techniques of the staff who allow and encourage children to participate. They use skilful questioning and anecdotal comments, still able to return to the story book without losing focus. There is a good balance between adult-led and child initiated activities and the walls are festooned with colourful displays of the topic activities that remind children of what they have experienced. However, many of these have stemmed from the adult-led activities so children see little of their own creations displayed to feel a pride in their individual achievements and feel a sense of belonging to the setting.

Personal health and hygiene are extremely well promoted. Even the youngest children can be trusted to independently wash their hands when necessary. They carefully dispense liquid soap into their hands, rubbing them together and rinsing under the tap, then drying them thoroughly before returning straight back to the group. They know when to get a tissue for their noses, even do so for other children, showing real care for others. Excellent use is made of the outdoor area where children participate fully in physical development. Regardless of the weather conditions, they dress appropriately and venture happily outside to enjoy running,

pedalling, digging in the sand and painting with water. Children have developed strong friendships with their peers and happily respond to the staff as they are spoken to with respect, which helps them develop the required skills for becoming very social beings who can participate in community life.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

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

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