

Little Horseshoe Nursery (St. Peter's)

Inspection report for early years provision

Unique reference number EY304032
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Inspector Elaine Douglas

Setting address St. Peter's First School, Doniford Road, Williton, Taunton,
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Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

Little Horseshoe Nursery is run by the Pre-School Learning Alliance. It opened in 2005 and operates from a purpose-built Elliott building, in the grounds of St Peter's First School in Williton, Somerset. Children have access to a secure enclosed outdoor play area. The nursery is open each weekday from 8am to 5pm all year.

The nursery is registered on the Early Years Register. A maximum of 38 children may attend the nursery at any one time. There are currently 68 children aged from birth 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 and children who speak English as an additional language.

There are 10 members of staff; the manager holds a level 3 early years qualification and a level 5 qualification in management. Eight staff hold a level 3 early years qualification and one holds a level 2. One member of staff is working towards Early Years Professional Status. The nursery is supported by an administrator. The nursery provides funded early education for two, three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff share an excellent commitment to valuing each child's uniqueness. The enabling environment empowers children's autonomy, and through outstanding interaction from staff successfully promotes children's learning and development. Most children are confident communicators and develop excellent skills for the future. Strong links with the local children centre, the school, other agencies and parents, ensures children's individual needs are met, and every child makes very good progress, given their age, ability and starting points. The management team have an outstanding drive for improvement and continually reflect and evaluate their practice, in order to identify actions which will bring about very positive outcomes for 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:

- developing the older and more able children's confidence in sharing their experiences at nursery with their parents or carers.

The effectiveness of leadership and management of the early years provision

Children remain safe and secure through the highly effective implementation of extensive safeguarding policies and procedures, and risk assessments. All staff attend child protection training and this is complemented by regularly reviewing the nursery's procedures. The nursery uses the Pre-School Learning Alliance recruitment procedures and staff receive a thorough induction programme, which includes having an experienced mentor. This ensures they are very knowledgeable about their roles and responsibilities. Senior staff have designated roles to provide knowledgeable support to staff. Required documentation is extremely well organised for the safe and efficient management of the nursery.

The highly enthusiastic, motivated staff team are very responsive to the individual needs of each child. They identify any gaps in their development to ensure no child is disadvantaged and children's needs are very effectively met. Support from a qualified teacher extends staff awareness of brain development, and how to provide high-quality interaction to support and challenge children's learning. The excellent deployment of equipment and staff promotes very positive outcomes for children and is highly effective in enabling children to become independent learners. Low-level storage containers are labelled with pictures and words, so that children of all abilities can make choices. Children have excellent opportunities to be outside and access further resources which can be used in a range of ways. Additional equipment is available in order to ensure equal access for all, for example extra pairs of boots to go outside.

The management team provide strong leadership and excellent role models to drive ambition and ensure continuous improvement. For example, a senior member of staff is researching the impact of managing transition for toddlers moving to the pre-school area and older children moving on to school. This is to support each child on an individual basis in order to ensure their welfare is given priority. Surveys and questionnaires are used to gain feedback on the provision from children and their parents. This enables the nursery to meet the needs of its users and promote sustainability. For example, a survey was carried out to monitor the popularity of meals. Menus were then adapted to ensure healthy choices can be made with out having excessive waste. Self-evaluation is extremely effective and highlights the nursery's strengths and priorities for improvement. For example, they plan to increase the number of meetings and workshops to show the importance of parental involvement.

Sensitive settling in procedures lay the foundations for forging effective partnerships, understanding children's starting points and meeting their individual needs. Strong links are made with the local children centre to support families. For example, each week parents are invited to attend sessions with their children to engage in activities both on the premises and in the local environment. Very good information is available for parents on the outcomes for children, areas of development and children's rights. Planning is displayed and parents complete 'unique child' forms, to feedback on their child's interests and development at home. This is used by the child's key person, to plan for continued development

through children's interests. Communication books are used effectively to exchange information with parents of children under two years, and all parents have daily opportunities to speak to staff and gain feedback on their child's development.

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

Children are extremely confident and develop high self-esteem, which underpins their motivation to develop new skills and challenge their learning. All children have excellent access to resources which enables their independent learning. For example, children fill buckets of water from an outside tap and create their own waterfall on a slope. They watch to see how the water moves and work out why it takes the course that it does. Babies explore textures and sounds, and investigate how to use equipment.

Children are enthusiastic learners because activities are well planned around their interests and abilities. Consequently, they sustain high levels of concentration. They have excellent opportunities for child initiated learning, as well as small and large group planned activities. For example, the eldest and more able children select the correct amount of toy fruit to represent a numeral. Staff provide skilful interaction to extend their learning, such as asking if they have taken too many or too few and how many more or less they need. Staff challenge children's thinking through open-ended questions, and support them in problem solving by speculating and testing ideas by trial and error. They enable children to see that learning is a lifelong process by being honest when they do not know something and show children how to gain further information.

Children are valued as individuals; the environment and resources ensure they obtain a positive sense of their own identity and culture, as well as the wider world. Children welcome each other using words and signs, and all children develop positive relationships. Staff provide excellent role models which is reflected in children's exemplary behaviour and response to positive praise. For example, when one child is praised for managing to zip up their coat another child attempts the same. They are pleased with their achievement and the adult's response, which promotes their confidence to attempt to new skills. Children help look after the environment, and provide food and shelter for birds and mini beasts. For example, one child suggests hanging apples from the trees, for the wildlife to eat over winter. Children put their scraps in a composter and use the compost to grow their own vegetables.

Children develop an excellent awareness of a safe and healthy lifestyle. For example, when one child gets hot they remove their jumper and help themselves to a drink of water. They learn the importance of healthy eating and hygiene procedures, at mealtimes and in their play. Babies sleep and eat according to their individual needs and have all their personal care undertaken by their key person. Children use a wide range of tools and equipment safely, and older and more able children engage in supervised risky play. This helps them develop an excellent awareness of managing risks for themselves, for example using crates and a slide

to build their own climbing and balancing equipment. Toddlers learn to walk under close supervision, manoeuvring around the furniture and taking confident steps holding their key person's hand.

Children confidently use ICT and have excellent access to books. Babies and toddlers make marks in a range of materials, and older and more able children are developing their emergent writing. For example, one child uses water and a brush to write recognisable letters on a wall and another uses their fingers in the sand. Most children are confident communicators although some parents say they do not get feedback from their children on how they spent their time at nursery.

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	1
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
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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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