



# Temple Sowerby School Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	317613
<b>Inspection date</b>	21 March 2006
<b>Inspector</b>	Carys Millican
<b>Setting Address</b>	Temple Sowerby, Penrith, Cumbria, CA10 1RZ
<b>Telephone number</b>	017683 61512
<b>E-mail</b>	
<b>Registered person</b>	Temple Sowerby School Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Temple Sowerby School Nursery is run by a management committee. It operates from two sites located within the village of Temple Sowerby, approximately 7 miles from Penrith. Temple Sowerby School Nursery was formed from the amalgamation of the Temple Sowerby Victory Hall Playgroup and the School Playgroup in 1996. The amalgamated facility operates from the School and Victory Hall, each site has a

separate certificate of registration. A maximum of 12 children may attend the pre-school at any one time and offers places to children in receipt of Nursery Grant Funding. The pre-school operates within the school premises on a Tuesday and Friday, between 09:15 and 11.45 term-time only. Pre-school children have access to the school hall, the reception/infant class, toilets, playground, school garden area and school playing field.

Pre-school sessions are also held on a Monday, Wednesday and Thursday and operate from the Victory Hall site. The Victory Hall site accepts both funded and non-funded children where a maximum of 24 children may attend at any one time.

There are currently seven aged from 3 to 5 years on roll, who receive funded nursery education within the school site. The facility serves the immediate and extended rural communities.

The management committee employ two staff members, who both hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children's health is suitably promoted by staff who have a sound knowledge of the setting's health and hygiene procedures. Established health and hygiene routines are followed by staff in the preparation, handling and serving of food. Although, children learn basic hygiene practices, such as washing hands before eating and after toileting, the procedures are not consistently followed. Children's health is promoted by staff who take appropriate steps to prevent the potential risk of infection. Tables are wiped before snack, and areas cleaned after eating. Children understand that if a piece of fruit is dropped on the floor it has to be put in the bin and confidently say so. Children's welfare and the protection of other children is fully considered by staff following the sick children's policy.

Children learn about healthy eating and begin to understand the importance of a balanced diet. They are provided with a selection of healthy snacks and a variety of home made biscuits. Staff sit with children creating a social occasion. Learning opportunities are created for children at snack time. They calculate how many plates, cups and chairs are required against the number of children present. Children's self-help and independence skills are encouraged as they take turns to pour the drinks and hand out the snack. Although older children in school access fresh drinking water from plastic bottles, this is not available to the pre-school children. Children's dietary needs are met as staff follow children's individual needs, routines and parental wishes closely. Children learn about healthy practices, such as brushing teeth and healthy eating, within the topics and activities provided.

Children enjoy a range of physical activities which contribute to their good health and all round development. They go for local walks around the village and visit the

adventure playground close by. Children take part in regular physical activity both indoors and outdoors. They independently work in pairs to carry the tyres into the playground and help themselves to the rope hoop-la game and box of skipping ropes. Children move with co-ordination and control as they walk along the painted lines in the playground, hopping, jumping and using large and small steps, walking sideways and backwards. They enjoy the activities and eagerly join in. A full range of sporting equipment, and large and small apparatus is available. Planning shows alternative physical activities to promote physical development including using large apparatus, and music and movement. Children move and stretch indoors, in time to the music using lengthy ribbon steamers, following simple instructions by staff.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a warm, welcoming, bright and stimulating environment. They confidently move around the spacious rooms and help themselves to a range of easily accessible, age appropriate resources and activities. Children make independent choices and decisions about their play and enjoy the continuous play activities planned for them. Children feel a sense of belonging. Their art and craft work is creatively displayed and photographs show them enjoying numerous activities. Staff adapt continuous play areas to relate to planned topics and activities. Resources are rotated to maintain stimulation and interest.

Children are kept safe and secure when inside by the security procedures in place. Risks of accidental injury to children are minimised by staff who use risk assessments to help to reduce potential hazards. Children are kept safe from harm when on outings. Permission for outings is obtained from parents and ratios maintained. Children are supervised in the school playground and staff check the area before use. Children are protected by the clear collection procedures in place. Children begin to learn about what is dangerous and how to keep themselves safe. They enjoy a visit from the local policeman who talks to the children about keeping safe and 'Stranger danger'. Activities help children understand about road safety. The fire fighting equipment is in place and the evacuation procedure is displayed and practiced by the children.

Children are protected by staff who have a sound understanding of child protection policies and procedures, and give priority to children's welfare. Staff undertake additional relevant training and policies and documents are available, however, policies and procedures require reviewing and updating. Children are cared for by staff who have undergone checks and have relevant experience, knowledge and skills. All visitors sign in and out of the premises and any adults visiting are never left unsupervised with the children.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time at the nursery. They enter happily and eagerly greet the

staff and their friends. Children benefit from the good support that they receive from staff, and the sensitive and calm approach to their care and learning. They achieve well because staff are experienced and have a good knowledge and understanding of child development. Children are happy and contented and eager to take part in activities. They settle in well and quickly become confident in their surroundings. They are enthusiastic and self-assured in their play. Children benefit from the close and caring relationships with the staff, therefore increasing a sense of trust and a strong sense of self. Children enjoy a wide range of indoor and outdoor activities. They are busy, well motivated and actively engaged throughout their time in the pre-school. The continuous play provision is rotated daily and focuses on planned activities and topics. In the Doctor's surgery role-play area, children write pretend prescriptions, use the stethoscope to listen to each others heart and take each others pulse. The boys and girls play in the home corner, sorting out the play food and making toast. Children enjoy musical activities. They sit in a circle and listen to the sounds made by the musical instruments, trying to guess each one then they play them to the rhythm of the music playing in the background.

Children enjoy a wide range of physical play activities indoors and outside. They confidently put on their coats and hats to go outside. They play follow my leader making giant steps and walk on tip toes along painted lines in the playground. Children enjoy singing songs and playing games. The children relate well to each other and socialise well, building up good relationships with staff and other children. They begin to distinguish between right and wrong as they learn to take turns and share resources. Children begin to develop self-esteem through the constant praise received from adults. They make choices and decisions because there is a balance between adult and child-led activities, which allows them to experience new ideas and to acquire new skills. Children's independence skills in practical activities are encouraged as they put on their coats and manage zip fastenings and opportunities further develop their independence and self-help skills at snack times. Children enjoy the interesting and stimulating activities provided and their concentration levels are maintained. Children sit quietly at story-time and they join in enthusiastically with the story, as their communication skills are supported through good adult-child interactions. The staff hold their attention very well and children respond to their requests during activities.

### Nursery Education

The quality of teaching and learning is good. Children make good progress towards the early learning goals. They are provided with a range of stimulating, interesting activities related to their needs, through the continuous play provision and focussed activities provided for them. Children access a range of well chosen resources which support their development across all areas of learning. Children are eager to learn, being self-assured in their play and confident to try out new experiences. They look at 2D and 3D shapes, recognising them by name and compare them with real-life experiences. Children access a range of free-choice activities using their imagination as they become 'the doctor' in they role play. Children chat confidently using a wide range of language, vocabulary and sentence construction when interacted with, and their thinking and recall skills are promoted within activities and at story time. They listen to each other, share experiences, are inquisitive and ask questions. Children gain confidence in using numbers in their play and respond to challenges to extend

their mathematical vocabulary and skills in planned activities and daily routines. They count the number of children and decide how many plates, cups and chairs they need.

Children make sense of the world around them by creating beautiful displays of individual artwork and combined effort. They complete observational paintings of houses in the village, having walked round the village taking photographs, which they then copy. Children handle tools well as they use rolling pins to rollout the play dough and cutters to make shapes. They develop hand-eye coordination as they use pencils to write their name with recognisable letters, and form letters in the white soap flake mixture on the table. Children gain independence and develop self-help skills in everyday activities, for example, toileting themselves and pouring their own drinks. Children move around the rooms with confidence, imagination and safety. They build with construction blocks balancing them on top of each other carefully so they don't fall down. Children do not have access to all continuous play areas daily, and opportunities to use a full and varied range of information technology equipment within everyday activities are limited. Planning does not show how these areas are made available during each session to make sure sufficient opportunities are created.

Children's learning needs are understood by staff that have good knowledge and understanding of the Foundation Stage and how young children learn. The learning environment is well-organised. Strong links are in place with the foundation stage teacher who works with the staff to develop a full programme of activities to provide a broad and balanced range of activities and experiences across the six areas of learning. Activities and experiences reflect the community the children come from and the wider world. Staff follow children's interests, and flexible routines allow learning that interests children to take place, helping them to become focused and able to resist distractions, to persist for some time. All children are included. Staff use of time and resources, including accommodation enable children to make as much progress as they can. Children's observations and assessments clearly identify progress, and implications for future planning are used to help move children to the next stage in their learning.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children's understanding of equality is generally promoted through activities that encourage equal play. Children play harmoniously together as they share and take turns using equipment and in group activities. Children are familiar with the routine. They understand when they tidy up it's nearly time for snack. They value each other's contributions in group time activities as they listen to their friends as they take part in the activities or in conversation. Children develop sound relationships with each other and activities reinforce this. They talk about their best friend at pre-school as they look at the photographs displayed on the wall. Children form appropriate relationships with their staff who are on hand to help, praise and support the children during the day. Children's individual needs are known and met by staff in discussion with their parents. Children begin to become aware of the wider society as they explore their

own and others' cultures and traditions through planned focussed activities. Children celebrate rural life and celebrate Chinese New Year. They have access to a reasonable selection of resources that show diversity.

Children behave well. They generally respond well to most staff's strategies, such as giving time to listen, praising achievements and providing individual support and comfort. Children are aware of their own needs, the needs of others and receive appropriate support. They show a willingness to put on their own coats and fasten zips before going home. The staff are on hand to help if needed. Children make suitable choices and decisions about their play. Their confidence and self-assurance is encouraged. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Children are well supported as they settle into the pre-school through the good partnership between parents and staff. They settle confidently, well supported by the induction arrangements in place. Children and parents are made very welcome. Staff take time to talk to parents in a morning and on collection. Children's individual care needs are fully discussed and recorded using the detailed information sheets completed with parents. Their good progress is welcomed by parents, and opportunities to extend and reinforce children's learning potential at home are welcomed. Children take home alphabet and number cards with home-school books. They choose reading books and story sacks daily to read at home with parents. The opportunity to regularly report and share progress more formally is in place. Parents receive good quality information about the provision, particularly the educational programme. A detailed prospectus and flyer is provided on registration, and a wealth of information is available for parents on the notice-board. Parents value the quality of care in the provision and have a high regard for the staff working with the children. Strong links are fostered with the school. Children understand the routine therefore enabling a smoother transition from pre-school into school.

## **Organisation**

The organisation is inadequate.

Children's care is enhanced by the quality of organisation, and the leadership and management of the setting. Children are cared for by experienced staff who value, understand, support and encourage young children. They have a good understanding of child development and provide appropriate experiences to enable children to develop, learn and grow into well-rounded individuals. Staff have a clear sense of purpose and a commitment to continual improvement. The adult:child ratio supports children's care, learning and group sizes. Staff deployment contributes to children's good health, safety, enjoyment and achievement and ability to take an active part in the setting. Children feel confident to initiate their own play and learning within a well-organised environment. Indoor and outdoor space is laid out to maximise the play opportunities for children and enable all children to access toys and activities easily. Staff organise their time sufficiently well to meet the individual needs of the children. Policies and procedures work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution, however, they have not been reviewed recently and the complaints policy is not

clearly displayed for parents. The management committee are not aware of their roles and responsibilities with regard to the National Standards and notification of any changes to Ofsted. Not all committee members have undergone relevant clearance checks since the last inspection. Therefore, the provision does not meet the needs of the range of the children for whom it provides.

Leadership and management of the nursery is satisfactory. The nursery manager has a clear vision for the setting with a strong focus on the personal development and achievement of all children. She motivates staff well. They work well as a team to promote children's development and the general care and routines of the pre-school. She acts as a good role model by actively taking part. Advisory teacher reports and foundation stage teacher reports are acted upon to improve the practice, care and education for the children. Action plans and development plans support this. A induction procedure for all new staff is in place, however, staff appraisals are missing. The professional development of both staff members is encouraged by accessing additional training. Staff meetings and committee meetings are held to make sure continuity is maintained, and information and planning developed in the interest of the children. An all inclusive environment is encouraged and all children are included and generally treated with equal concern. The nursery leader has a strong commitment to high standards and improvement shown through documents, such as, minutes of staff meetings, planning for funded nursery education, evaluations of planned activities and assessments of children's progress being used to plan the next step in children's learning.

### **Improvements since the last inspection**

The previous care and nursery education inspection recommended that the pre-school attended to the following items: ensure that hazards to children on the premises, both inside and outside, are minimised; review the complaints procedure so that parents are made aware of their option to contact Ofsted at any time; review the curriculum planning to provide more opportunities for children to practice calculation and explore concepts of time; maximise impromptu opportunities to promote children's awareness of equal opportunities.

Children are well-supervised during outdoor activities to ensure their safety. The identified hazards have been addressed and made safe, and an action plan was forwarded to Ofsted as requested. Parents are provided with a detailed prospectus when registering their child into pre-school which contains the complaints procedure containing Ofsted contact details. Although, the prospectus is displayed for parents to read, a separate complaint policy is not. At this inspection a point of consideration was made to review existing policies and procedures and clearly display the complaints policy.

Children are provided with a broad and well-balanced curriculum within which many opportunities are created to practice calculation, time and equal opportunities issues. Every day experiences are used to develop this area and staff provide opportunities to promote children's understanding of their own and other's culture.



## Complaints since the last inspection

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure that there are effective procedures in place for checking that staff are suitable to work with children
- improve the management committee knowledge and understanding of the requirements set out in regulations and set in place a procedure to notify Ofsted of changes in the registered person and committee members.

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- encourage children's access to ICT equipment in everyday activities in order to help them understand how things work and enhance planning to include the monitoring of continuous play activities.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)