



Mark Beech Nursery School

Inspection report for early years provision

Unique Reference Number	127370
Inspection date	22 May 2006
Inspector	Joanne Wade Barnett
Setting Address	Cowden Pound Road, Mark Beech, Edenbridge, Kent, TN8 5NR
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Type of inspection	Integrated
Type of care	Full day care, 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.

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Mark Beech Nursery School opened in 1965. It operates from the village hall with use of an enclosed outdoor area. There is one large hall with a small room adjacent where the majority of activities take place. The nursery school serves the local area.

There are currently 18 children from two to four years on roll. This includes eleven funded three-four year-olds. Children attend for most sessions. There are currently no children with special needs or children for whom English is an additional

language.

The group opens on a Monday, Wednesday and Friday during school term times. Sessions are from 9:00 until 12:00 except for Wednesdays when the group are open currently until 15:00.

There are four part time/full time staff who work with the children. One has a teacher qualification and another has an early years qualification. One member of staff is currently training to NVQ level 3.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn about personal hygiene through the daily routine; for example, children are encouraged and supported to wash their hands before their snack and after using the toilet by following step by step photographs to help children to understand the process. Effective procedures from staff sustain satisfactory levels of hygiene.

Snack times at nursery are satisfactory. Parents provide children with a range of healthy snacks which include fresh fruit, vegetables, drinks and packed lunches on a Wednesday. Children are encouraged to pour their own drinks throughout the session thus keeping their bodies hydrated. Details are obtained about children's dietary requirements and information about symptoms relating to allergies are in place and easily accessible.

Physical play is included in the daily routine. Children receive opportunities to play either in the hall or in the garden with tunnels, seesaw, slides and bikes . However, this time is not always carefully prepared or organised to ensure that the children get the most from the activities.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The premises are safe and secure and there are effective procedures in place for the arrival and collection of children. As a result, children are unable to leave the premises unsupervised and are only collected by authorised adults. However procedures in the event of a child being lost or a parent failing to collect a child are not yet in place. Toys and equipment are generally clean and in a satisfactory condition because staff clean and check them. Daily safety checklists ensure the general environment is safe and secure for children, although, some stacked furniture in the hall may compromise children's safety as they play under and around this area.

Fire detection equipment is accessible in all areas of the building and fire drills are carried out regularly and take into account the patterns of attendance of children and practitioners.

Most staff have a developing knowledge and understanding of issues relating to child protection and know what to do if concerned about a child attending the setting. However they are not familiar with procedures relating to allegations made against staff.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled at the nursery. Staff greet the children warmly and gently help them to separate from their main carer, by spending time with them and allowing children to bring in their comforters. Children have access to a range of resources that cover most areas of development. Staff working with younger children do not undertake regular observations to establish where children are at in their learning. Consequently, the current system of planning is not based on what children need to learn next. The simple planning is prepared by the provider. Staff working with the younger children have accessed training on the Birth to three matters framework, however this has not been effective in planning appropriate activities for younger children.

Nursery Education

Teaching and learning is satisfactory. Practitioners have a satisfactory knowledge and understanding of the Foundation Stage through recent training; as a result, children are making satisfactory progress towards the early learning goals. Observations are made of children; however, these are not yet used effectively to inform the planning because the planning is based on themes and not on what children know, can do, and what they need to learn next. As a result, practitioners are not planning to meet the children's needs. Practitioners do not find out about children's starting points when they enter nursery to enable them to identify the impact of the educational programme.

Children are happy, confident and settled because practitioners welcome them warmly. Children are interested and engaged in their activities. They are developing satisfactory levels of independence as they pour their own drinks and visit the toilet. However, practitioners do not always organise the resources so the children can access them independently.

Children receive regular opportunities to become familiar with and recognise their names, for example, they self-register by sticking their names on a board as they arrive. They are happy to show visitors their names and their friends' names on their coat peg. Children readily interact with each other; they are confident speakers and engage in conversation with friends and adults. Children are learning to take care of their environment at tidy up time as practitioners give a five minute warning and they encourage all children to take part in tidying up.

Children receive opportunities to mark make, such as when playing with chalk board, paint and sand. However, children do not use the role play area to write for a purpose because it is not set out attractively and there is no paper and pencils available in this area. The book corner is a popular starting point for children to sit in comfort and look

at books, consequently children are starting to extend their reading skills to use books for enjoyment.

Counting is becoming a regular feature of the setting, for example, children count who is present, number of cups and use number language during play for example how many jumps to make the plastic bubble wrap pop . Simple calculation is successfully introduced through listening to songs on the tape recorder.

Children receive sufficient opportunities to develop their awareness of technology and understand how things work, for example the use of programmable toys. Children can use a range of tools and materials well that promote their small muscle skills through the daily activities such as paint brushes and scissors.

Helping children make a positive contribution

The provision is satisfactory.

Children are welcomed into the setting and information collated from parents help staff to forge and develop strong relationships with both parents and children. There are few resources that promote positive images of culture, ethnicity and disability. Although this has been recognised, it has not yet been addressed. The provider liaises appropriately with outside agencies to promote positive outcomes for children regarding special educational needs. Children's spiritual, moral, social and cultural development is fostered.

Children are generally well behaved. However, on occasions, staff are not organised and do not explain the rules well enough to the children. As a result, they become distracted, leave activities prematurely and display unwanted behaviour.

Partnership with parents is satisfactory. Most parents of nursery children are aware of the nursery policies and procedures. However, the procedure to follow in the event of a complaint has not been updated in line with recent changes in legislation. Basic information relating to the Birth to three matters framework and the Foundation Stage curriculum is available to parents. The communication between parents and nursery regarding children's progress is slowly improving.

Organisation

The organisation is satisfactory.

Overall, the provision meets the needs of the range of children for whom it provides.

The provider is able to show that all adults working at the setting have undergone checks to establish their suitability and most of the staff are undertaking training to ensure they are qualified early years practitioners. The registration certificate is displayed and the attendance register confirms that the provider complies with the conditions of registration.

Most of the mandatory documentation and consent forms are in place and completed correctly, however policies and procedures lack detail and have not been updated to

reflect recent changes in legislation. The system of storing records for the safe and efficient management of the setting are satisfactory and ensure confidentiality is maintained.

Leadership and management of the setting is satisfactory. There has been no systematic or rigorous method for monitoring the quality of the nursery education provision and evaluating its impact until very recently. Systems for monitoring, reviewing and evaluating practice throughout the nursery is evolving and the provider has started to identify the strengths and weaknesses within the setting, although, systems to instigate changes throughout the nursery are not yet fully established.

Staff continue to develop their knowledge and understanding of the Foundation Stage curriculum. This includes the implementation of new systems for assessing regularly what children know, understand and can do, and using this information effectively when evaluating the impact of the nursery education. The provider and staff are working closely with other agencies to improve the quality of education provided in the setting, this includes further training for all staff.

The current system of planning for nursery education is in the process of changing and staff are evolving and developing their knowledge of how to implement it effectively, this includes the use of observations to identify children's next steps across the six areas of learning.

Improvements since the last inspection

Following the last Inspection the provider had a number of actions to address:

To develop the partnership with parents to ensure they are fully informed about the Foundation Stage curriculum and contribute towards the assessment process. Parents are informed about the education only through the displaying of the six areas of learning. Although parents receive a prospectus it contain limited information about the Foundation stage and the six areas of learning.

The nursery were asked to develop assessments linked to the Foundation Stage curriculum. They have started to introduced narrative style observations to identify children's next steps in learning, however this is not as yet used effectively to inform the planning. As a result, a recommendation is raised to continue to improve the use of assessments through planning.

Practitioners were asked to develop their knowledge and understanding for nursery education. They have accessed Foundation training and attended in-house training from outside agencies. As a result, children are starting to make satisfactory progress along the stepping stones within the early learning goals.

Overall, the group have made satisfactory progress in addressing the aforementioned actions and new recommendations have been made following this inspection in order to continue to improve the quality of nursery education provided at the setting.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

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

- develop a suitable range of activities for younger children as explained in Birth to three matters
- continue to improve the partnership with parents to meet the needs of the children, including details of policies, procedures and information about the educational programme and their children's progress in relation to the stepping-stones towards the early learning goals
- ensure policies and procedures are expanded to meet all areas of the National Standards and contain 1) a procedure to be followed in the event of a child being lost or a parent failing to collect a child, 2) a procedure to be followed if an allegation is made against a member of staff, and 3) the complaints policy is in line with current legislation.

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):

- continue to improve the assessment process alongside planning
- continue to improve the organisation of activities throughout the session, in order to effectively challenge, manage and support all children during the activities they complete
- provide displays that reflect the community the children come from and the

wider world and include the environment as a source of learning

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