

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

making 'dinner' in the sand. Children benefit from the knowledge staff have of them and good use is made of the 'Birth to three matters' framework. Appropriate activities are offered and staff are skilled at planning the next steps for a child as they assess development. Children are becoming confident communicators, discussing the fruit they are having for snack and chatting to staff as they eat and drink. Children use their imaginations freely with a wide range of creative materials, for example, painting and collage activities. They sing spontaneously as they play. Children are proud of their 'work'; some is taken home and some displayed effectively throughout the setting.

Children are encouraged to develop independence as they wash their hands before snack. They are beginning to understand about sharing and taking turns as they play outside on bicycles and fixed climbing equipment. Staff praise and encourage the children to try new activities and children progress well in the stimulating and caring environment.

Nursery Education

The quality of teaching and learning is good and children are progressing well through the stepping stones towards the early learning goals. However, staff do not always extend interesting activities to the full potential, using all the learning opportunities. Children are comfortable in their surroundings, responding with excitement as they listen to the activities organised for them. They are confident when requesting and selecting their own choice of play, organising themselves to take turns and share playing with cars and the car mat. Staff generally display skill supporting children in their play, extending their learning effectively, or standing back, allowing children to concentrate and persevere, for example, as children complete drawing and writing on large sheets of paper. Children benefit from the secure understanding and knowledge staff have of the Foundation Stage. This is evident in the comprehensive planning which covers all the areas of learning, and the staff's consistent understanding of what children are learning from play and activities.

Children are developing a respect for each other and property as staff encourage good manners and thinking of others, and when children help to tidy up. They are proud as they get reward stickers for positive behaviour, for example, joining in well with their religious education activities. Children have a busy routine and behave well.

Children relish the wide variety of books available to them and they are learning how to use books for facts, for example, about Islamic prophets, and for story time. Speaking and listening skills are a priority and children begin to speak confidently telling their news as staff introduce a puppet to encourage the children. They are learning to be considerate when listening to others. Clear labelling and the use of name cards throughout the setting ensures that the children are developing early reading and writing skills. They 'write' their names on art work and 'fill in the diary' extending their understanding of purposeful writing.

Effective teaching ensures that children have fun beginning to understand numbers and simple sums, for example, singing 'Five Little Monkeys', to develop an understanding of subtraction. They recognise numbers well as they look at displays and play games. Counting and mathematical language are used during routine

activities, for example, when lining up to go outside. Children develop an understanding of size, shape and volume as they play in sand and water.

Children benefit from a very wide range of trips and visits, extending their knowledge and understanding of the local community and environment, for example, to the local food markets. Parents and children take advantage of many days out including visits to a farm and to Stratford upon Avon by train, effectively widening their knowledge, developing relationships and having fun. The acknowledgement of different festivals develops the children's understanding of different religions and beliefs, for example, Chinese New Year and Easter. Children learn about living and growing as they look after pet fish. They improve their skills with the mouse and they draw and complete appropriate programmes at the computers.

Children move confidently and safely indoors and outdoors. They develop skills climbing and balancing on fixed equipment and move imaginatively as they explore sound. Staff introduce the children to a variety of fruit and vegetables and discuss the importance of staying healthy. Children have lots of fun, learning to play together and take turns as they develop pedalling and steering skills using bicycles, cars and pushchairs.

The many valuable and interesting opportunities children are offered in creative development ensures they use their imaginations freely and express their feelings with confidence. They make clay models of animals and fish and create interesting snakes from recycled materials. Children enjoy working as a team as they create papier-mache models. They mix paints effectively to explore colour and texture, creating individual art work.

Children's achievements and progress are observed constantly and recorded. Achievement records are clearly linked to the stepping stones and observations are used well to plan the next steps for a child's learning. Individual learning objectives are clear on activity plans and staff deployment ensures children are supported and challenged appropriately, for example, when making cookies. Staff are experienced at adapting learning to meet the needs of the individual child, ensuring that children with special educational needs and children who speak English as an additional language are given appropriate consideration.

Funded children concentrate on activities for long periods of time ensuring that learning is good. They display increasing independence. Staff praise and encourage the children to try new activities and children progress well in this interesting and stimulating environment.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals. They develop positive attitudes to others following the strong example set by all the staff. They learn about their local community and the wider world through interesting projects, for example, festival celebrations and discussions about different countries. Children take part in an Islamic education curriculum, learning about their own culture, religion and customs.

Children's individual needs are met, with staff knowing the children and their families well and constantly exchanging verbal information with parents. There is a formal process for parents to contribute to the initial assessment of their child. Children's progress and achievements are observed and recorded during the daily routine ensuring their on-going care and learning needs are met well, for example, individual planning. Staff have experience of children with special educational needs and there are comprehensive arrangements in place to meet their needs. Children are encouraged by staff to take turns, share and to be considerate and helpful, effectively fostering the children's social, moral, spiritual and cultural development. They begin to understand right from wrong through the consistent boundaries being set and the age appropriate methods staff use to manage behaviour, for example, distraction and explanation. Children respond positively to the praise offered and their self-esteem is enhanced as they receive reward stickers for positive behaviour.

The partnership with parents is satisfactory. Children benefit from the strong, open relationships between parents and staff, developing the involvement of parents in all aspects of their child's care and learning. Parents appreciate the easy access they have to staff and the open door policy at the setting encouraging their confidence. The attractive notice boards ensure parents are well informed about all activities their children are completing. The comprehensive information available to parents ensures they have an accurate understanding about planning methods in place, for example the Foundation Stage and 'Birth to three matters'.

Organisation

The organisation is good.

Children develop well, have lots of fun and learn effectively with the good care and the quality and range of activities offered in all areas of the nursery. Staff continually monitor and evaluate activities, adapting them when necessary to promote good care and learning. Leadership and management are good and staff are encouraged to complete short courses and add to their qualifications, ensuring an up to date knowledge of developments in early years, for example, health and safety training. Students are welcomed into the setting. Staff display a thorough knowledge and understanding of the Foundation Stage and are becoming more confident in the use of 'Birth to three matters', ensuring the care and education meets the children's needs.

The welfare of the children is the highest priority in the nursery and all staff work as a team to meet all the needs of the children. All children, including those needing extra support, receive a lot of individual attention because the ratios of staff to children are always maintained. The organisation of the play areas ensures that all the children have plenty of interesting play space indoors and outdoors, with easy access to equipment. However some routines and time tables need reviewing to ensure all time is used effectively. Children are comfortable and confident as they are cared for and learn well within the daily routine.

Effective procedures and policies support the staff in working in partnership with parents and carers, however the policy for lost and uncollected children is not written

clearly. Children benefit as their family is welcomed and involved with the life of the setting, for example, accompanying their children on trips. The team work of the management and the staff ensures that the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Concerns were raised regarding failing to respect a parent's wishes with regard to the availability and use of musical instruments within the setting when their child is present, the use of photography and taking of photographs and the breakdown of the relationship between parent and nursery staff. These concerns related to National Standard 9: Equal Opportunities, National Standard 12: Working in Partnership with Parents and Carers and National Standard 14: Records. Ofsted made an unannounced visit to the setting and the inspector raised three actions. To ensure the developmental needs of individual children are met and parent's wishes are respected, to ensure sufficient detail is recorded in the incident records and to provide a copy of the policy on taking and using photographs. Ofsted is satisfied that the registered person has taken appropriate steps to address the concerns raised and the provision remains qualified for registration.

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 good. The registered person meets 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 further the registered person should take account of the following recommendation(s):

- ensure all food is stored safely
- ensure all registers are completed in full, including staff, and are available, with all other necessary information, including contact numbers, to take on emergency evacuation. Ensure emergency procedures are practised regularly.

- ensure clear written policies are in place for lost and uncollected children.

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):

- ensure all activities are developed in full to enhance children's learning and enjoyment
- review routines to ensure all time is used to full advantage with age-appropriate 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