



Weyford Infant School

Inspection report for early years provision

Unique Reference Number	EY331476
Inspection date	19 October 2006
Inspector	Christine Clint
Setting Address	Weyford County Infant School, Mill Chase Road, Bordon, Hampshire, GU35 0EP
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Registered person	Weyford Infant School
Type of inspection	Childcare
Type of 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

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.

WHAT SORT OF SETTING IS IT?

Weyford Infant School provides care and education for children aged from three to seven years. The school is situated in Bordon, Hampshire and children from the local area attend.

In April 2006, the school registered to include nursery children from two years, nine months old.

The nursery sessions take place each weekday from 08:40 to 11:30 during term time only.

All children have access to a secure outdoor play area.

The setting is managed by the school governing body and the head teacher is the nominated contact and the person in charge within the school. There are three staff working with the children, one of whom is a qualified early years teacher. Two staff have current certificates in first aid training. The nursery supports children with learning difficulties or disabilities.

At the time of the inspection there are two children attending under three years of age.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in very clean rooms, with well organised procedures in place to maintain the standards of hygiene. Children are learning to change their shoes every time they go outside to play. They regularly play with sand and this is freshly renewed every half term. Children readily respond to clearing up at the end of play and show enthusiasm for helping. They are encouraged to wipe up any spilt drinks at snack time and they confidently manage. They automatically use the paper towels, available in dispensers around the room.

Children always wash their hands before snacks and when they come in from outside play; staff diligently remind them. Children fully enjoy being responsible for organising snack time and helping to prepare the tables, they know that they must wash their hands first.

Children independently use the toilets and staff ask them individually if they can manage. There are hygienic and private procedures in place for nappy changing, if this is required. Children are learning to be responsible for their own personal hygiene by being reminded to put their hands over their mouths when they cough.

Children's health is clearly supported by the routines in place for recording any medication administered and full permission from parents is obtained. There is currently no written permission from parents for seeking emergency medical treatment.

Accident records are effectively maintained and first aid equipment is readily available. There are always staff present who have attended up to date first aid training. The procedures in place for the whole school provide information about illness and attendance.

Children learn about healthy diets because they eat fruit daily at snack time. They choose how to have their fruit and staff prepare this at the table, children name the fruits and talk about their favourites. Children manage their own cartons of milk or individual drinks. They fully enjoy the socialising and have ample time to eat and drink.

Children are active and play outside with enthusiasm. They jump in the puddles, they run and chase, they ride wheel toys on the track provided. They play games with staff and watch as the wind blows the windmills when they hold them up.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe in the nursery classroom because almost all areas are visible and staff show a high level of awareness regarding the movements of children throughout the session. The school has security codes on all main outside doors and all visitors are directed to enter at the main entrance.

The nursery classroom is fully child centred with many displays and notices at child height, children's own work is celebrated and displayed with appropriate text. Children can easily access the outdoor play area, which is secure and dedicated to the nursery aged children.

Children move freely and play safely because there are very suitable resources available at child height. Play equipment is well cared for and children learn to put items away after use. This increases their knowledge of where to find toys and encourages them to be aware of the organised areas of play.

Children's safety is fully considered in the ample documentation available for risk assessment within the whole school. Fire equipment is in place and emergency evacuation procedures are displayed. The nursery children follow all full school fire drills and these are comprehensively timed and recorded. There are full procedures for lost or uncollected children.

Children's welfare is maintained and effective procedures are followed to ensure that all staff are aware of the school and nursery policy for child protection.

Helping children achieve well and enjoy what they do

The provision is good.

Children freely choose activities for the first half of the session, they move between the areas of organised play equipment and spend as much time as they wish being involved with others or playing alone. They practise drawing with wooden stencils and learn to hold and control the large pencils. They play in the sand and can choose wet or dry sand. Children confidently talk about the sea creatures in the water trough, they understand that shells are real and plastic fish are not.

Children know that they need to identify their own pictures and the nursery have established routines for children to manage this themselves. They readily stick their own individual stickers onto each picture when they have finished, so that it can be recognised. Children hold kaleidoscopes up to the light and staff help them to see the patterns move by turning them. They talk about the colours and some children spontaneously use sheets of coloured perspex to cover their faces and look at each other and the room.

Children respond really well when staff raise their hands and wiggle their fingers, children know that this is time for tidying away their toys. They help instantly and younger children are learning from the older ones. They carry items and know where toys are kept. They all gather together to sing and welcome each other, especially to welcome the new youngest children. Songs are entirely fitted to the daily routines and children are learning these well. They can link the actions and words and they know what happens next.

Children are learning to have positive relationships with each other by celebrating small achievements and by understanding that they will also have a chance to carry out special activities. They respond to staff attentively and staff speak calmly and gently at all times, very frequently praising children for their skills of managing.

Children have a good variety of activities throughout the session and staff are well deployed at all times. They observe and record children's progress, they show a full understanding of children's individual levels of learning and development and use this to plan for future activities.

Helping children make a positive contribution

The provision is good.

Children have opportunities to learn about differences, because they are often included with the whole school when visitors from another country perform special dancing. There are also storytellers from other cultures that visit the school. Nursery children have ample books and puzzles to reflect the diversity within society and they can readily access role play equipment which is traditionally used by different cultures.

Children's learning difficulties or disabilities are identified at an early stage because there are procedures in place to record these. Staff are experienced and knowledgeable, they follow the Special Educational Needs Code of Practice at all times.

Children behave consistently well because they have good role models in the staff. There is a calm atmosphere with all staff speaking gently and kindly to the children at all times. Staff react very swiftly to ensure that children have positive messages for learning to manage their own behaviour and they confirm this through their frequent praise when children respond well. Many songs are included throughout the daily routines and these clearly link children's emotional and social development.

Children are settled and happy because their parents have a good level of information about the nursery routines and sensible advice before they attend. There is a welcome booklet available and the registration forms contain simple questions to gauge children's individual needs. Most children who are due to attend have a home visit.

Parents have reports on their children's progress every year and consultation evenings or daytime visits are arranged. Parents are invited to spend time in the nursery with their children and this often takes place once children are settled. There are full procedures for the delivery and collection of children and any late arrivals or early departures are clearly recorded. Parents have access to a full complaints procedure which has been updated to contain information about Ofsted.

Organisation

The organisation is good.

Children's care and learning is fully supported by the well organised procedures within the school. The school governing body and the head teacher are clearly aware of their responsibilities to ensure that all staff are checked and suitable to work with children; all records are in place.

Staff have a sound understanding of their role and daily responsibilities and there is excellent continuity. Qualified staff and those with experience work together well during the session. Information is shared at all levels to ensure consistency during all the daily routines.

Planned activities are displayed and younger children's individual progress is recorded and linked with the Foundation Stage curriculum.

Children and staff attendance is recorded and a full list of children present at each session is displayed in the nursery. Any visitors to the nursery, enter through the main school and sign in at reception.

There is a clear understanding of the requirements of registration and of the inspection process. The setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

THE QUALITY AND STANDARDS OF THE CARE

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.

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 that written parental permission is requested, at the time of placement, to seek necessary emergency medical treatment or advice

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk