



Temple Sowerby School Nursery

Inspection report for early years provision

Unique Reference Number	317613
Inspection date	20 March 2007
Inspector	Diane Roberts
Setting Address	Temple Sowerby, Penrith, Cumbria, CA10 1RZ
Telephone number	017683 61512
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Registered person	Temple Sowerby School Nursery
Type of inspection	Integrated
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 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?

Temple Sowerby School Nursery is one of two nurseries managed by Temple Sowerby School Nursery Committee. The nursery was formed by the amalgamation of the Temple Sowerby Victory Hall Playgroup and the School Playgroup in 1996. The amalgamated facility operates from two sites; the Temple Sowerby School and Victory Hall. Within the school the nursery operates from two rooms. It is situated within the village of Temple Sowerby, Cumbria. A maximum of 12 children may attend the nursery at any one time. The nursery is open each Tuesday and Friday from 09.15 to 11.45 during term time. Children share access to a secure enclosed outdoor play area.

There are currently a number of children aged from two to under five years on roll. All the children receive funding for nursery education. Children come from a wide catchment area.

Presently there are no children attending with learning difficulties or disabilities or children who speak English as an additional language.

The nursery employs two staff, one of whom is the manager. Both of the staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is generally promoted by staff who have a sound knowledge of the setting's health and hygiene procedures. Children learn about simple good health and hygiene practices as part of the day's routine. This includes washing hands before eating and after craft activities. However, good hygiene practice is not consistently followed. For instance, children are not encouraged to wash hands after playing outdoors. Children are protected when they are ill with the setting taking appropriate measures. Their health is promoted as they are cared for in a warm, clean environment. Staff take appropriate steps to prevent the potential risk of infection by making sure tables are wiped clean before snack and areas are cleaned after craft activities.

Children are provided with regular drinks and food in good supply in order to meet their needs. To prevent cross-infection, each drink bottle is individually named and has a photograph of the relevant child. Children respond well to routine. For example, they enjoy sitting at the table to eat their snacks. They benefit from the social occasion created at snack times as staff and children interact. Staff sit with the children, discussing what they have been doing and what they are going to do next.

Children enjoy a range of physical activities which contribute to their good health and all-round development. They take part in regular activity both indoors and outside in the fresh air. Children have opportunities to play in the small enclosed outdoor area accessed by the classroom. Here, they are encouraged to run or walk up and down the gently sloping ramp that leads to a broad range of play opportunities outdoors. On the day of the inspection it was very cold so the children knew to put their coats on to keep warm. Planning shows alternative physical activities to promote physical development, including using large apparatus and music and movement. Children move with confidence, imagination and in safety. They easily manoeuvre around the room carefully avoiding others and equipment. Children skilfully use a range of small and large equipment. This includes painting with different sizes of brushes, gluing with glue sticks and spreaders and accurately cutting with scissors.

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 are greeted warmly by all staff including school staff who always refer to them by name. Nursery children are eagerly welcomed by children in the reception class. Children confidently move around the classroom and can independently access the small enclosed outdoor play area. They can 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 are becoming increasingly aware of the boundaries and are learning to keep themselves safe. For instance, children are advised with regard to the safe use of garden tools whilst playing outdoors. Over the two sessions of the week, children also benefit from playing in the large, spacious hall.

Children are kept safe and secure when inside by the security procedures in place. For instance, they cannot leave the premises unsupervised because inner locks are initiated on the main doors. Signs requesting that people leaving the building designate someone to ensure door security further ensure children's safety.

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. 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 engage well in a broad range of exciting activities to foster their all-round development. They confidently engage in their self-chosen activities and play happily and cooperatively together. They develop good self-esteem as the staff listen, value what children say and talk about what they are doing in their play. Children are eager to learn and are motivated in their play, with the setting offering a wide range of play experiences. They are able to express themselves through a variety of media, hence they develop their creative and imaginative skills. The needs of varying ages are met well, with the setting providing an environment which is conducive to effective learning. Children are confident, asking questions, taking initiative and responding well to challenge. For instance, children eagerly bring something from home to share with others at the 'show and tell' session. Sitting in a circle, they patiently wait their turn to show their very special item. Children confidently tell the group what they have brought and why it is so special to them, thereby positive relationships with peers and staff are fostered. Children are happy and settled with the setting providing individual children with excellent levels of care and attention, therefore they develop their confidence and self-esteem. Children benefit from a relaxed atmosphere and flexible routines.

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 focused 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. For instance, children work closely together when problem solving. They listen to each other, share experiences, are inquisitive and ask questions. When using the programmable toy they share ideas to make the toy move towards a certain goal. They are delighted when the toy successfully moves and correctly reaches the number picture they have

identified. In the second activity with the toy the children negotiate what path the toy is to take. Between them they excitedly decide on the shape and colour of the designated goal and work out whether the toy has to turn left or right, forward or back. Children gain confidence in using numbers in their play and respond to challenges to extend their mathematical vocabulary and skills in planned activities. Children sit together, attentively watching the interactive board. Taking turns, they are encouraged to count how many birds are on the screen. Children recognise the relevant number and then move the program on by pressing 'next' on the screen. They do this with great confidence, beaming with delight as they are enthusiastically praised by staff. Children's learning needs are understood by staff who have good knowledge and understanding of the Foundation Stage and how young children learn. However, assessments of each child's achievements and interests are limited. Therefore, learning priorities are not clearly identified or used to plan relevant and motivating learning experiences for each child. 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. Children are focused and are able to resist distractions. For instance, with minimum support, children are able to log onto appropriate websites and engage in activities requiring hand-eye coordination. A child demonstrates her achievement when she expertly uses the computer mouse to successfully move the cursor on screen. Staff use of time and resources, including accommodation, enables children to make as sufficient progress as they can.

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 that it is time for 'show and tell'. They value each other's contributions in group time activities as they listen to their friends and as they take part in the activities or in conversation. Children develop sound relationships with each other and activities reinforce this. Children's individual needs are known and met by staff in discussion with their parents. They have access to a reasonable selection of resources that show diversity.

Children are well behaved, responding well to staff's strategies such as giving time to listen, praising achievements and providing individual support. Their behaviour is encouraged through positive role modelling and talking about their feelings. Children are aware of their own needs and the needs of others, and receive appropriate support as 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 and carers is satisfactory. Children are well supported as they confidently settle into the nursery. Children and parents are made very welcome. Staff take time to talk to parents in the morning and at collection, discussing individual care needs. Their good progress is welcomed by parents, and opportunities to extend and reinforce children's learning potential at home are welcomed. Children are able to choose reading books daily to

read at home with parents. Strong links are fostered with the school thereby enabling children to have a smoother transition from nursery into school.

Organisation

The organisation is satisfactory.

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 children. They have a good understanding of child development and provide appropriate experiences to enable children to develop, learn and grow. The adult:child ratio supports children's care, learning and group sizes. Staff deployment contributes to children's good health, safety, enjoyment and achievement. 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. The quality of care has improved since the setting has acted on areas of improvement. The management committee are aware of their roles and responsibilities with regard to the National Standards and notification of any changes to Ofsted. Overall, the provision meets the needs of the range of the children for whom it provides.

Leadership and management of the nursery are satisfactory. The nursery manager has a clear vision for the setting and the ability to motivate staff well. The staff work together well to promote children's development and the general care and routines of the nursery. Advisory teacher reports and Foundation Stage teacher reports are acted upon to improve the practice, care and education for the children. Staff meetings and committee meetings are held to make sure continuity is maintained, and information and planning are developed in the interest of the children.

Improvements since the last inspection

At the last inspection the setting was actioned to make sure that effective procedures are in place for checking that staff are suitable to work with children. Since then, the setting has much improved the recording of such matters. This includes staffing records and the recording of all methods of communication with the regulator. The management committee agreed to improve their 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. Again this area shows a marked improvement. A representative of the committee informs the inspector that members have since improved their knowledge and understanding of the requirements. An appropriate procedure is now in place.

At the last inspection the setting agreed to encourage children's access to information and communication technology equipment in everyday activities in order to help them understand how things work, and enhance planning to include the monitoring of continuous play activities. Children can now independently access the computer and are becoming increasingly competent with its operation. Children regularly thoroughly enjoy opportunities to use the programmable

toy. The interactive board in the classroom is consistently used as a valuable teaching resource. The monitoring of continuous play activities is yet to be achieved.

Complaints since the last inspection

Since the last inspection 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.

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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):

- raise awareness of the importance of good hygiene practice in order to prevent the spread of infection and encourage children to learn about personal hygiene through daily routine

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):

- improve observations and assessments made of each child's achievements, interests and learning styles and use to identify learning priorities and plan relevant and motivating learning experiences for each child. Enhance planning to include the monitoring of continuous play activities.

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