



The Royal Wolverhampton School

Inspection report for early years provision

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Inspector Patricia Webb

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Type of inspection Integrated

Type of care Full day 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 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 SORT OF SETTING IS IT?

The Young Royals Nursery has been registered since 2005. It operates from a self-contained suite of four classrooms within The Royal Wolverhampton Junior School in the city of Wolverhampton. The Nursery is open each weekday from 08.00 to 18.00 for fifty weeks of the year. There is a secure enclosed outdoor play area.

The nursery is registered to care for a maximum of sixty children at any one time. There are currently sixty-two children aged from two years to under five years on roll.

Of these, forty-six receive funding for early education. The Nursery supports children with learning difficulties and disabilities and also supports children who speak English as an additional language. Children also have opportunities to participate in additional learning activities such as swimming, French, music, ballet and yoga, all of which are taught by suitably qualified staff.

There are currently eleven members of staff employed at the setting of whom nine hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and well-being are effectively promoted through the careful routines practised by children and staff. One 4-year-old explains clearly that if the germs are not washed off properly they can bite your fingers. They know the routines well and follow them with little need for prompts from staff as they develop their independence in self care. Accidents are handled swiftly by appropriately trained staff and all procedures, including the administration of medication, are maintained clearly to ensure children's welfare is effectively addressed.

Children enjoy their nutritious meals and snacks as they sit together to help themselves to fresh vegetables and fruit daily. They talk animatedly as they compare the school chicken curry to the meals they have at home deciding that mum's curry is 'more spicy'. Individual dietary needs are very carefully addressed and clear information is maintained to ensure all staff are aware of any specific requirements. They help themselves to drinking water that is easily available in each care base as they learn that this is good for them and helps them to be healthy.

Children have good opportunities for physical activities through a wide and varied curriculum. They confidently use a wide range of equipment indoors and outside to promote their muscle development and understand about how exercise helps to keep them fit and healthy. All children use the equipment and resources with skill and negotiate space very well. Additional experiences such as swimming, dancing and yoga are offered as extra-curricular activities that many children enjoy. This assists in children developing an understanding of the benefits of following an all round healthy lifestyle from an early age. Younger children develop their manipulative skills and dexterity effectively as they access a carefully selected range of tools and implements such as different sized paint brushes with chunky handles.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children negotiate the ample space afforded to them in the self-contained nursery unit that is safe, secure and well-maintained. The nursery is clean, brightly decorated enabling children to feel settled and confident that this is their space. Their work and achievements are displayed to promote a sense of belonging.

They are developing their independence as they select from the varied range of good quality resources and equipment that is provided. Staff ensure that regular checks are carried out on the equipment and children are encouraged to learn about how to handle resources carefully and with skill. There is an effective balance of commercial equipment and 'real' resources such as full size telephones and computer keyboards used, for example, as the children 'book and research for holidays' in the Royal Travel Agency.

Children's safety is a high priority for the staff who are diligent in carrying out risk assessments and developing the children's own sense of safety awareness through daily routines. Staff are effectively deployed ensuring that children are always well-supervised. Children learn about what is dangerous as they participate in fire drills and ensure that chairs are pushed under tables to prevent tripping. Clear policies and procedures are shared with parents to promote children's safety.

Children are effectively safeguarded and protected because the staff recognise that this is their first priority. Close liaison with senior school staff who have responsibility for child protection results in the nursery staff being fully informed of recent changes to the local authority child protection procedures. They are committed to acting in the best interests of the children confident in the support they receive from senior management. Clear policies indicate the procedures to be followed in the event of an allegation of abuse being made against a member of staff. Parents' understanding of how this part of the process is effective in protecting their children is hampered as they do not currently have the information.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the nursery. They enter each day eager to participate in the varied and well-planned activities that are appropriate for their individual ages and stages of development, becoming competent learners and skilful communicators. They are happy and settled and relate easily with each other and with the adults to form firm relationships that help them feel confident and secure. All children are keen to try new skills and resources developing their independence and self-motivation. Overall spontaneity is hampered at times by the structured format to the sessions, for example, when a child finishes the construction activity and wishes to participate in creative work staff explain gently that it is not time for his group to do that activity just yet. The use of the outdoor play space is also timetabled in groups and hinders how children are able to use the well-designed and inspiring outdoor space effectively as an extension to their learning.

Younger children benefit from having part of the unit as their dedicated base enabling them to play and engage in appropriate activities with confidence and very effective adult support. Staff are highly knowledgeable about the 'Birth to three matters' framework and use it effectively alongside the foundation stage curriculum guidance to plan an exciting and varied programme of activities and experiences to extend and motivate children.

NURSERY EDUCATION

The quality of teaching and learning is good. Children make strong and effective progress towards the early learning goals particularly in personal, social and emotional development and in communication, language and literacy. Staff show a keen understanding of how children learn with emphasis on experiences and opportunities to explore, investigate and enjoy their environment.

Staff are skilled in questioning and encouraging children to think and predict as they effectively discuss activities and extend children's vocabulary through their every-day routines. For example, children use a range of words to describe how they move round the obstacle course set up outside and the member of staff encourages them to use such words as galloping, trotting and weaving. They also discuss the intricacies of the newly acquired 'Beebot' robotic toy and time is taken by staff to sit with the group and discuss exactly how to use the equipment carefully.

Planning is detailed and ensures that all the stepping stones in each area of development are covered offering a stimulating programme of activities for the children to enjoy. This includes considerations for any children with learning difficulties and children from different cultural backgrounds as diversity is celebrated and embraced within the nursery. This is clearly linked with the assessment systems in place to identify individual children's needs and any gaps in their development. This is then carefully used to plan for the next steps in each child's progress as key worker staff know the children well and prepare some individual activities that are tailor-made to promote overall development. Clear baseline assessments undertaken when children begin following the foundation stage enables staff to know where each child is starting from in terms of their ability and maturity. Parents are kept fully informed of their child's progress both formally and informally as they build a trusting partnership with the staff. End of term reports are carefully prepared and hand-written by the child's key worker with personal attributes referred to as well as overall development and achievement. This enables parents to be confident that the member of staff knows their child and is well-placed to make the comments on their assessment.

Children's behaviour is good. Where staff have any concerns about individual children, parents are consulted and clear plans are drawn up for a consistent and positive approach to managing any unwanted behaviour. Children take pride in showing their stickers and know exactly what they have done to achieve them because staff explain this clearly.

Whilst staff develop a varied and interesting range of activities for the children, their full enjoyment of this is marred by the structure to some sessions particularly when in key groups. This reduces the opportunities for children to initiate more of their own learning. This is particularly evident in the limited use of the outdoor play area which is a wonderful space for children but is not developed to its full potential as an extension of the learning environment. The manager and her staff are aware of forthcoming work being carried out by the school to make improvements in this area. A wealth of resources within the setting enables children to explore, investigate and relax as they engage effectively in the daily routines.

Children are developing their self esteem as they being to learn right from wrong. They are adept at handling their own care routines and some older children

demonstrate kindness and concern for others, for example, as they move round at circle time to let younger children sit comfortably for story. They form good relationships with adults and other children.

Children use their developing language skills to share thoughts and ideas with each other and with staff who extend this through discussions about their experiences. For example, children discuss their holidays and talk about members of their family. They know about the author and illustrator of the varied and interesting books they look at and stories they listen to with interest and enjoyment. They recall the foods that made 'Betty' ill in one of their favourite stories, laughing together as they remember it was jelly and sausages. Many older children show well developed writing skills and some can copy write as staff repeat the phonetic sounds of individual letters. Opportunities for early writing and mark-making are available all around the setting for example, children make shopping lists in the home corner and fill in the 'booking forms' for their holidays.

Children are beginning to see connections and relationships in numbers, shapes and size. They know their numbers well with some very able children recognising numbers by sight up to 99. They match and sort using mathematical language such as bigger, more than, and use number rhymes and songs to develop an understanding of addition and subtraction.

Children explore and investigate such as when they access the magnets to find out which metal objects will stick to them. They use a range of resources to construct and design and take great delight in working out how to fix the paper flag to the pole in their model making. They are developing a keen awareness of their world around them through activities such as celebrating some festivals and listening to stories read in other languages. Older children also participate in French lessons and take pride in sharing this skill with parents when performing in end of term concerts. Their skills in handling information technology are well developed as they demonstrate accurate skill when using the computer and manoeuvring the mouse. They listen intently when the member of staff explains about the operation of the programmable robot. Children know that the robot needs to be turned off when they have finished playing with it as they explain why to staff, 'because the batteries die if you don't'.

Children use their senses and imagination well in their play and activities. For example, a trip to Jamaica is going to take along time to organise in the travel agency because it's a long way away. They have prepared their own passports as part of their topic on transport and summer holidays. They join in with songs and music with clear enjoyment. Specialist teachers work with the children to develop their sense of rhythm, volume and tempo and access to different genres of music. At times, children's spontaneity in art and craft activities is hindered by the structured approach to parts of the routine.

Helping children make a positive contribution

The provision is good.

Children are very settled and relaxed in the environment created for them. They relate very positively to key staff who know the children well and address individual

needs following discussions with parents. This is particularly well practised when staff understand that some children may be high achievers in some areas of their development but require additional support and encouragement with their social skills and building confidence. This demonstrates how their social, moral, spiritual and cultural development is being fostered positively.

Children enjoy taking part in activities that develop their understanding of their own and other cultures such as making Father's day cards and singing some rhymes and songs in other languages. They look forward to visits from people from within the community such as the fire service and the animal man, referring to them in photographs shared with parents and other adults.

A comprehensive policy is in place regarding learning difficulties and disabilities which details how the service will be provided to children. Good levels of support and additional support from experienced staff within the a school ensures that all children are included so that individual needs could be effectively met.

Children behave well and are able to take turns and share. Children model the positive behaviour shown by the staff and are polite and courteous, particularly when older children are engaged in circle time discussions as they wait for each other to finish speaking. This again contributes to their social, moral, spiritual and cultural development being effectively fostered.

Children benefit from the strong and positive partnership that staff build with parents and carers. Clear information is provided regarding the operation of the setting and displays inform parents about the topics and activities the children engage in. Parental questionnaires and the use of a suggestions box give parents the opportunity to express their opinions and comments about the service.

The partnership with parents and carers of children in receipt of nursery education is good. They are involved in the assessment and progress of their children's development right from the start as they meet their child's key worker and build a sense of trust to enable effective exchanges of information to take place. Regular feedback is given and parents attend two formal open evenings to discuss their child's progress. The end of term reports give a holistic picture of the child's attainment during the year and is completed by the key worker who knows the individual children well. Parents are invited to share skills and interests and join their children at times through the open door policy. The strong partnership contributes to the children being confident and assured as they progress through the school.

Organisation

The organisation is good.

Children's welfare and well-being are safeguarded because of the school's commitment to ensuring that staff are carefully selected and experienced to care for them.

A comprehensive operational plan covers all areas of practice and includes suitable policies and procedures. Careful and stringent induction procedures ensure that all

staff are well qualified, experienced and fully aware of their roles and responsibilities in providing a safe, stimulating and exciting environment for the children. Staffing levels are effectively adhered to ensuring that children are well supported and appropriately cared for in accordance with their age and stages of development. However, staff attendance is not clearly recorded within the nursery. This hampers how individual staff's contact with the children is tracked to show which member of staff is present with different groups of children.

Documentation in the nursery is complete and regularly reviewed to support the care of the children and comply with regulations. Staff use the records and observations of children's development effectively to ensure that children are cared for safely and progress well.

The quality of the leadership and management of the nursery is good. The senior management and the staff work closely as a team with a clear sense of purpose and direction. Staff at all levels are valued and respected for the skills, knowledge and expertise they bring to the setting. This includes support from staff and personnel within the junior school and the senior school. Careful consultation is undertaken with staff and parents to identify any concerns within the operation of the service and to build on the strengths for the benefit of the children. There is a strong commitment to staff development and training to ensure that the nursery fulfils its vision to provide a good standard of care and maximise learning opportunities.

Overall, the needs of the children are met.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

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):

- ensure that the information regarding the procedures to be followed in the event of an allegation of abuse being made against a member of staff is shared with parents
- include the recording of staff attendance in the daily registration system with times of arrival and departure.

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):

- develop the organisation of the daily routines and programme of learning to encourage a higher level of spontaneity and child-initiated activity. This includes improving access to the outdoor play area to make full use of the inspiring facilities as an extension of the classroom (also applies to care).

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