



## Friary Nursery School

Inspection report for early years provision

<b>Unique Reference Number</b>	500857
<b>Inspection date</b>	21 June 2006
<b>Inspector</b>	Rosemary Beyer
<b>Setting Address</b>	Friary Nursery School, 2 Friars Lane, Beverley, HU17 0DF
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<b>Registered person</b>	Denise Benfield and Kathleen Trynka
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 outstanding.

### WHAT SORT OF SETTING IS IT?

Friary Nursery School has been registered since 1988 to provide care and education for children between two and five years of age during term time, from 08.15 until 16.00, and also for school aged children during two weeks of the summer school holidays.

The nursery is privately owned and situated behind domestic premises close to Beverley Minster and within walking distance of local amenities. The facility has sole use of the premises. Most children come from the town of Beverley, some from surrounding villages and towns. Children have the use of two classrooms, divided with sliding doors, with access to cloakrooms and toilets. There is a small rear outside area and a larger area at the front which can also be secured.

The five staff members all have appropriate childcare qualifications and most have been working in the facility since it was opened. They are committed to further training and the nursery has been awarded Investors in People.

There are currently 65 children on the roll, 39 children receive funding for early education.

The facility accepts children with learning difficulties or disabilities, and has procedures in place to ensure they are supported. Contact with the East Riding staff is maintained for advice. Children with English as an additional language are welcome, and staff take steps to help them settle and benefit from their attendance.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

The nursery has well established hygiene practices in place, which ensure the prevention of the spread of infection. Children know they need to wash their hands to prevent germs making them ill and do so, usually without prompting, although younger children sometimes need reminding. They use soap from a dispenser and most use a hot air drier, however some younger children do not like the noise. The towels provided for these children need to be changed more frequently. The children help themselves to tissues for their noses and cover their mouths when coughing. Staff use anti-bacterial cleaner for tables and spills, and also when toys are washed.

Children do not attend if they are ill, and the sick child policy ensures parents are aware their children are to be collected if they are taken ill. Staff administer medication only after written permission is obtained from parents and it is appropriately recorded. Parents also give written permission for staff to seek medical help in an emergency. All the staff have current first aid certificates and they complete the accident book appropriately.

Most children have lunch provided by the nursery, usually a sandwich lunch, but sometimes simple meals, such as tuna pasta, which is very popular. Parents select the menu for the following week and children can choose the fillings or food they wish to have. They also have fruit, yoghurt, crisps and either cake or biscuit each day. The children eat very well and know they need a healthy diet to stay fit and well. Other children bring a packed lunch, with the emphasis on healthy eating. Staff take account of any special dietary requirements or allergies when planning the menu. Children have water to drink with their lunch. Snacks are also healthy with fruit or small biscuits, and milk or water provided. During the day children are able to have drinks on request. For example, after exercise in the playground when they are hot, they ask for a drink, and take a quick rest on the step before resuming their play.

Children have fresh air both morning and afternoon, weather permitting, when they use the playground outside, go for walks in the town or visit the Cloisters to play on the grass. They play outside in the snow and enjoy building snowmen. If children are tired they can rest or sleep on large cushions in the quiet corner of the playroom.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The nursery provides a clean, light and airy environment. The displays of photographs, work and posters make the children feel at home and they settle happily. Furniture and equipment is appropriately sized and well maintained. Sliding doors are used to divide the larger space to provide smaller rooms for groups of children of different ages and stages. Activities in each area are different to allow children a good range of experiences and learning opportunities.

Health and safety training has been completed by the manager, and the information cascaded down to the staff. Risk assessments are completed for the premises and the outside area, also for any trips away from the nursery. The staff know they share responsibility for safety on the premises both for themselves, other staff and the children. All staff have completed Basic Food Hygiene training and some have Manual Handling Certificates. Resources are checked as used and cleaned regularly. Any damaged items are removed for repair or disposal.

The nursery has effective safety procedures in place for the arrival and departure of children, with staff supervising to ensure no unaccompanied child leaves the setting. The external doors are secure with parents usually admitted by security code. Over the lunch period the gate between the main playroom and cloakroom area is kept locked to prevent children leaving without their parents. Children are well supervised both inside and out, with good support available for them.

Fire equipment is regularly serviced and the fire evacuation procedure is posted on the wall. Fire drills are held every three months and recorded, however, the names of staff are not included as they are all present all of the time. The children have a good awareness of the procedure to follow and know what to do. They are aware they must not play in front of fire exits to ensure a safe evacuation if needed.

The children use toys and resources carefully most of the time. They know sand can hurt their eyes and that toys can be dangerous if thrown or left all over the floor. Chairs are usually picked up if knocked over by the children. When outside on the ride-on toys they use them carefully to avoid accidents, sharing and taking turns. Children are also developing good road sense. They know they need to take care because of cars, and use the zebra or pelican crossing or lollipop person when crossing the road.

Children are also protected by the very good knowledge staff have of child protection. The manager has recently attended a comprehensive training session through the National Health Service, in line with the local Safeguarding Children Board's guidance. The up-to-date information is shared with staff at staff meetings. The nursery's child protection procedure includes Ofsted contact details should there be any concerns or referrals.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Staff consider the different development needs of all the children who attend the nursery, whatever their age although they have not yet introduced the Birth to three matters framework

for younger children who are now admitted. All children use a wide range of resources which support their learning through play, and planned activities are adapted to meet their needs, but also to provide sufficient challenge. Progress is effectively monitored and any achievements celebrated or concerns noted and addressed.

The younger children are developing very well. They enjoy the activities provided including mark making. Children who were doing rubbing for the first time were amazed to see the image appearing on the paper, of the shape beneath. They are also developing confidence and concentration, and like to play with the older children, who provide excellent role models.

During the summer play scheme a planned programme of activities is devised with ideas and suggestions from children as well as staff. This includes a wide range of craft activities, music and use of the computer. They also enjoy outings within the local community.

### Nursery Education

The quality of teaching and learning is outstanding. The staff have an excellent understanding of the Foundation Stage and they implement it very well, with all the children included whether or not they are funded.

Staff have very comprehensive planning in place in line with the Foundation Stage and they take account of the stepping stones when providing activities. The effective monitoring, evaluation and assessment systems in place, ensure the activities are suitable for the children present and provide sufficient challenge for most to progress quickly. Activities and teaching methods are adapted to meet the children's individual needs, whether because they are very bright or find things difficult. The activities and future planning are discussed at the end of each day to ensure thorough preparation for the following session.

All staff take a role in monitoring children's development, with the key worker having responsibility for recording. She ensures the information is correct and updated during the half day assessment meetings each half term. All staff confirm children are able to repeat their achievements before they are recorded. During sessions staff make a note of anything they observe which needs to be passed on whether progress or cause for concern.

Children's personal, social and emotional development is very good. They enter the nursery very enthusiastically, keen to see what is on offer for the day and wanting to learn. Relationships between the staff and children are very good and they all know each other well. Some children have visited the nursery when siblings attended so it is very familiar, but they are all settled and happy. The children are very sociable and confident to talk to staff and visitors. They share, take turns and cooperate well when playing. The older children support younger ones with advice, such as when building the railway, or help when trying new activities such as matching the dominoes.

Creativity is also developing very well, with children using a range of different methods to apply paint to paper, including rollers, brushes, marbles and string. The older children found it amusing to use roll-on deodorant containers for paint and laughed about putting paint under your arms. They have some very imaginative and dramatic purple pictures on display, in line with the

current theme colour. They have also completed good observational drawings of African violets. The children have been involved in the East Yorkshire music project, and thoroughly enjoy singing, dancing and using musical instruments. They can successfully keep to a beat and most sing in tune.

During the current topic of 'Up in the air', the children have made bubbles, hot air balloons with papier mache, learned about space and the planets and also about insects which fly. Their insect pictures are very imaginative, with brightly coloured butterflies, beetles and ladybirds proudly displayed. They have a good knowledge of space and the planets, with one child making a rocket at home in response to the topic.

During the topic about homes and houses, the children created pictures and models of different houses and also went on a hunt in the town to match up different windows and doors which had been photographed. They know about the way houses were built, some with stone and others with brick, and how the windows and design vary because of the time of construction. Two of the children completed a high tower using all the octons in the box, with the last one proudly put in place when standing on a chair, supported by a staff member.

Role play and dressing-up activities are much enjoyed; the use of the indoor gazebo gave the idea for a visit to the beach, with sand being moved from the sand tray to make sand castles 'out of the sun'. The children did not want to get sunburnt by playing in the sand tray, which they pretended was outside. The ballet tutu is also very popular and used to great effect in front of the mirror to demonstrate ballet techniques by one child. The photographs show how engrossed she was in performing the steps and doing them correctly. The staff allow activities to develop independently as long as they do not cause danger or injury to the children.

The children thoroughly enjoy books. They all sit quietly for stories, providing comment when asked or anticipating what is to happen. They use books correctly and know they can also be a source of information as well as stories. Some children are learning to read simple books which are then taken home for parents to assist and practise with them. All the funded children recognise their names easily and most write them in recognisable form, although some need to copy.

A photographic record has been made of several recent activities. The children decided on the order of the photographs to tell the tale, including that of 'The Bear Hunt', where they told the story in the playground. In addition, the activity with the fruit and vegetables where they prepared a wide range of fruits for a salad (35 in total were tried) and vegetables for soup. The eggs hatching into chicks provided one of the most interesting and fascinating experiences for the children who came in each day, checking to see the eggs before removing their coats. Parents also found they got involved. When discussing the photographs the children talked about the egg cracking, the wet chick being a surprise and then the dry fluffy baby chicks they were expecting appearing.

During activities and games the children are developing an excellent understanding of mathematical language and most can count very well. Some children complete activity books to develop their ability to add and subtract; these are used to meet individual needs and include very advanced problems for their age, some counting and using numbers in the hundreds. They

thoroughly enjoy the challenge and the achievement when they get the answers right. The younger ones enjoy using the simple dominoes with matching colours and then progress to matching animals, and on to ordinary dominoes. Staff encourage children to count and develop their mathematical language wherever possible during activities, such as craft work where they counted the spots on the ladybirds they created.

### **Helping children make a positive contribution**

The provision is good.

Partnership with parents is outstanding. Parents find the setting warm and friendly, with staff approachable and supportive. They are very happy with the care and education their children receive, some travelling long distances to bring their children to the nursery and others bringing siblings. They like being able to speak to staff at any time and feel comfortable raising any concerns with them. They know who their children's key workers are and can ask to see the individual files and progress record. The complaints procedure is made available to parents, although no complaints have been received so far.

Parents know they are welcome to visit the setting to participate in the sessions. Some mentioned the chicks and the excitement the children felt. They also like to join their children on trips out for the day, such as the visits to Honeysuckle Farm. Photographs are taken of children, for three or four sessions when they first start to attend, to reassure parents their children have settled. Other photographs of activities are posted on the notice board and parents are able to have copies. Staff always take a birthday photograph for each child and also one of the cake.

Parents complete a home information sheet which tells them about the areas of learning and asks what their children can do before they start to attend. Information is given to them about future activities in the newsletters and by notices. They also receive on-going information about children's achievements, for example, writing their names. Some parents are very surprised at the things their children have learnt at the nursery, such as their knowledge of the solar system. Before children move on to school, the staff talk to parents about the children's development and achievements and the information which will be sent to the Headteacher of the school they will attend.

The equal opportunities policy is used to guide the management of the setting to ensure all children and parents are treated with respect and as individuals. Each child is treated with equal concern, although their needs are different, whatever the social or educational development of the child. Children with learning difficulties or disabilities are welcome in the nursery, as are children with English as an additional language. Staff have strategies to meet their needs and past experience. Paperwork and recording systems are in place and good contact is maintained with local authority advisers. They also support parents who have twins or triplets to treat the children as individuals, if they wish to do so. All the children had their photographs taken and they discussed each others' eyes to raise their awareness of individuality.

Children learn about other cultures, customs and countries through a wide range of resources including dressing up clothes, different foods and craft activities. They have positive images of those often discriminated against in the resources they use and posters displayed. During

the year children make several visits to the local elderly community, whether singing Carols, planting seeds and bulbs or at Harvest time.

Children's social, spiritual and moral development is fostered. The children behave very well, know what is right and wrong when playing together and are developing good manners. They are considerate of each other and learn from the good role models staff provide. Parents are included in strategies for unacceptable behaviour if there are concerns, to ensure it is managed consistently. During the summer play scheme the children help to develop the house rules and they behave very well.

## **Organisation**

The organisation is good.

Leadership and management of the setting is outstanding. The nursery has a very stable, well qualified staff group. They work very effectively together, with good staff levels ensuring the children are well supervised and supported. Robust systems are in place for the employment of new staff, although few have been appointed since the opening of the setting. A comprehensive induction procedure is also in place. Students from the local college and from Germany are accepted each year for work experience. Student conduct guidance is made available to them and they know they must not have unsupervised access to the children, although they are encouraged to play with them, guide focussed activities and help them learn.

All staff are expected to continue in-service training for their own personal development and to further improve their practice. Basic Food Hygiene was completed by all the staff last year and information from other courses they attended shared at staff meetings. They have regular staff meetings, which are minuted, and regular appraisals. All staff are involved in planning, evaluating and monitoring children's activities and development.

An ongoing development action plan is in place to guide future works within the setting. The recent refurbishment has made the nursery lighter and more airy, with safer, easier access to more storage for resources.

The nursery has recording and paperwork in place to ensure the safe and efficient management of the setting, with the Registration Certificate displayed at all times. The register is completed each day, however, the times of children's attendance are not recorded consistently. A communications book is used to pass on information from parents, with staff consulting it during the day and any specific members of staff notified by the person receiving and writing the message. Overall the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

Since the last inspection, the file of policies and procedures made available to parents has been upgraded and now reflects the quality of the setting with well presented information, which is user friendly and easily accessible. This ensures parents have a clear understanding of the care provided for their children, and the complaints and child protection procedures which are in place.



### **Complaints since the last inspection**

There are no complaints to report.

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

### **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 outstanding.

### **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):

- record the times of children's attendance consistently
- develop the use of Birth to three matters to support the care and education of young children.

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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](http://www.ofsted.gov.uk)