



Drayton House School Nursery

Inspection report for early years provision

Unique Reference Number	EY288379
Inspection date	27 October 2006
Inspector	Maureen Croxford
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Registered person	Jennifer Tyson-Jones
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?

Drayton House School Nursery is a long established provision that was taken over in 1984 by the current proprietor. It operates from a Victorian House in Guildford, Surrey. It has classrooms on all levels and has an several dedicated outside play areas for the different ages. It serves families from the local community and surrounding villages.

There are currently 57 children, aged from 6 months to five years, on roll. This includes 20 educationally funded three year olds and 7 educationally four-year-olds. The provision is also registered to care for children up to seven years. Children attend for a variety of sessions. The nursery supports children with learning difficulties, physical disabilities and children who speak English as an additional language.

The nursery opens five days a week, 51 weeks a year excluding Christmas and Bank Holidays between the hours of 08:00 and 18:00.

Eighteen members of staff work with the children most of whom hold a recognised early years qualification or are qualified teachers. The setting receives support from a mentor from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Staff demonstrate an excellent awareness of health and safety issues and follow the provision's meticulous health and hygiene routines and policies. For example, they wear gloves and aprons when changing nappies and act as positive role models to the children by washing their hands frequently. Staff are kept informed and up to date with hygiene procedures through regular training days.

Staff encourage children to wash their hands at appropriate times, for example before kneading the bread dough. They discuss how they do not want germs in the mixture and the importance of keeping everything clean. They are reminded not to put their fingers in their mouths when cooking.

Children enjoy healthy snacks provided by the setting, including fresh fruit and water. Nutritious and properly prepared meals are provided by the nursery, using mainly organic ingredients. Staff who prepare meals and snacks hold food hygiene certificates and wear appropriate clothing. Snack and meal times offer opportunities for children to enjoy conversation and social interaction with their peers and staff. The nursery accommodates special dietary needs, and obtains clear information and advice regarding food allergies from parents and outside agencies.

Children are developing an understanding of what happens to their bodies when they exercise, for example, getting hot and panting. During the inspection, the children talked about how they get hot and sweat when they run around the playground. Staff plan activities that help them to develop their co-ordination, for example, balance beams and climbing frames. Staff provide a wide range of activities which contributes to their good health and physical development.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Excellent security procedures are in place, which ensures that children are protected and unable to leave the premises unsupervised. Children are very secure in the extremely well organised environment. Children and parents enter the premises by the front door, which is kept locked at all times and is opened by staff in the office. The children are safe at all times as the staff are very well deployed and ensure that ratios are high. The garden area is covered with a suitable soft play surface and offers a stimulating and safe environment for outside play. It is divided in different areas, which allows children of all ages to enjoy outside play safely.

Staff carry out comprehensive risk assessments of the premises and equipment to identify and minimise risks to children. These are recorded and evaluated by the provider. Staff follow the provisions well-written safety procedures, to ensure that children thrive and learn in safety. They check and clean all equipment regularly to ensure it conforms to safety standards. Children enjoy a clean and very welcoming environment, which helps to ensure their well-being.

A considerable range of equipment is available which are appropriate and help to create a stimulating environment. The resources provide a well balanced range of activities that promote children's learning in all areas. Children are able to access their own activities and toys with ease and in safety, as most are stored in low-level units. A 11-month-old enjoys looking into the large mirror on the wall with a member of staff. As they clap and wave at each other, the baby shuffles along on his bottom to get closer. All children are developing a good sense of spatial awareness, both inside and outside, as they move around the provision safely. They are learning to keep themselves safe. The procedures for emergency evacuation of the building are understood by staff and practised regularly.

Staff update their knowledge regularly and have a clear understanding of the procedures to be followed if they have concerns about a child, which ensure that children are protected. The provider is the designated person with regard to safeguarding children and understands her responsibilities to the children in her care.

Helping children achieve well and enjoy what they do

The provision is good.

The children are enthusiastic and self-assured in the provision's warm and welcoming environment. Staff are involved in the planning of a wide variety of exciting activities for all children. They have a good understanding of child development, which ensures that the experiences that are provided for children are exciting and suitable. They use the Birth to Three Matters framework, and the Foundation Stage curriculum to enhance the quality of experiences offered to children. Staff monitor and record the progress made by all children. They use this information when planning, taking into account the children's achievements. Parents receive information about the Foundation Stage and the learning goals in the prospectus and this is complemented by displays in the classrooms.

All children are provided with many opportunities to explore a wide range of textures, media, such as dry and wet sand, water and dough. Three two-year-year old children enjoy the sensation of squeezing the damp sand through their fingers, digging, filling utensils and talking with staff about how it feels cold. Children are becoming competent learners because staff encourage them to try new activities in a supportive environment.

Children benefit from information shared between home and nursery, which helps to secure children's sense of belonging. Staff build warm relationships with children and interact well with them, including conversation, good eye contact and cuddles.

Nursery Education

The quality of teaching and children's learning is good. The staff are well qualified and experienced, and use their understanding of the Foundation Stage to plan an exciting curriculum. Children make good progress towards the early learning goals because of the effectiveness of the planning. However, some staff would benefit from further training of the Foundation Stage and use of the children's profiles.

Staff plan activities that are clearly linked to the stepping stones. This ensures that children enjoy many stimulating activities and experiences covering all areas of development. Staff are well deployed and make good use of the available equipment and resources. The provision has good procedures in place to support children with learning difficulties enabling them to make good progress towards individual targets.

Children are interested in their activities and show good levels of concentration, for example, when playing musical instruments. They are able to keep a beat and match simple rhythms. Most activities and resources are easily accessible to children, which enables them to make choices about their play and develop their independence. Children play well together and develop very good relationships with staff and their peers. They co-operate with each other, sharing equipment, listening to, and valuing each other's ideas. Two three year olds enjoy building a sandcastle together and then giggle as it falls down. They talk about the wet sand being better for 'making it stick together'. Children's behaviour is good and they are encouraged by staff to have concern for each other. They have a good awareness of the provision's boundaries and behavioural expectations.

Children practice early reading and writing skills using a wide range of media. They have access to an extensive range of books, both fiction and reference. They are able to sit and listen to stories that are well read by staff. Staff use planned activities, such as recipes when cooking, to help to develop the children's language skills. Most children understand that print carries meaning and is read from left to right. Staff extend their vocabulary, which results in children exploring the meaning of words. Good use is made labelling throughout the provision.

Children count confidently. They are beginning to solve simple problems during everyday activities. Staff encourage children to count in many of their activities, such as counting the number children in the class and during simple number rhymes. They use appropriate language to describe shape, position and compare size, such as under, bigger and smaller. They receive opportunities to weigh and measure

Children investigate and find out about the plants they are growing in their garden. Children receive opportunities to develop their understanding of the local community and people who help us, such as visits from the fire brigade, the police and the ambulance service. Children are developing their mouse and keyboard skills as they regularly use the computer, including sessions with a peripatetic teacher.

Children are confident when using large outdoor equipment for climbing and balancing. They are learning to peddle sit-and-ride toys safely. They have regular swimming lessons and receive many opportunities to develop their gross motor skills. Their manipulative skills are developing well and they successfully use a wide range of tools and materials in the many creative activities offered, including scissors, pencils and paintbrushes.

Children receive many opportunities to explore texture, colour and shape, through paint, wet and dry sand and water play. They are able to use their imagination in creative activities, such as art, music and role-play. They enjoy playing musical instruments together. A group of three and four year old children enjoy singing action songs using musical instruments.

Helping children make a positive contribution

The provision is good.

Staff plan and provide a meaningful range of activities and resources to promote a positive view of the wider world. They increase the children's awareness of diversity and their understanding of others. The nursery staff take children on walks in the local area, for example, to the post office which helps to develop their understanding of the local environment. Children talk confidently about different activities they have been involved in, such as Harvest Festival and visiting farms. Visits from the police, fire brigade and the ambulance service help children to gain a good awareness of people in the community.

Staff ensure that all children are included in the activities which develops their self-esteem and sense of belonging. Procedures are in place, which ensure that the needs of children with learning difficulties or disabilities are met. However, due to changes in staff the provision does not have a designated person to act as co-ordinator for children that have individual needs.

Children behave well and staff help them to understand why some behaviour is not acceptable, such as running in the nursery. Children know what is expected of them and good behaviour is praised and rewarded. Behaviour management strategies include explanation and distraction. This positive approach fosters children spiritual, moral, social and cultural development.

The partnership with parents is good. All children benefit from the very strong partnership between staff and parents. Staff and parents share information informally on a daily basis as staff make time to talk to parents. They also meet regularly with parents to discuss the children's development and progress. Newsletters and notice boards in all areas of the nursery give up-to-date information. Policies and procedures are readily available to parents. Parents contribute to their child's learning, for example, visits from parents from other cultures. Regular meetings are held between staff and parents to discuss the children's progress. A comprehensive procedure is in place for parents to make known a concern to the provider.

Organisation

The organisation is good.

Most staff hold appropriate childcare and teaching qualifications and have experience of caring for children. Their knowledge of child development is good and they have a very clear understanding of their roles and responsibilities. The induction programme, on-going training and the implementation of policies and procedures contribute to the children's health, safety and well-being.

The provider has an excellent understanding of the requirements of the registration and inspection process. All legally required documentation is in place and shared with parents, where appropriate, including the attendance register, accident book and medication records.

The leadership and management of the nursery education is good. The provider has ensured that all those working with children in receipt of funding for nursery education have an understanding of the stepping stones and the curriculum guidance. Staff ensure that planning meets the needs of individual children. The provider monitors the staff to ensure consistency in all areas. Systems such as staff appraisals are in place and used effectively to identify training needs.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection the provider has ensured that the written complaints procedure also includes the name, address and contact number of the regulatory body. Further arrangements have been made to show when staff and visitors are present. A member of staff always accompanies any adults who have not been checked to ensure that children are protected.

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):

- ensure that a designated member of staff has a good understanding of the requirements of the Code of Practice for the identification and assessment of Special Needs.

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 further opportunities for staff to update their knowledge of the Foundation Stage of learning.

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