



Briston Community Nursery School Ltd

Inspection report for early years provision

Unique Reference Number	EY317355
Inspection date	12 July 2006
Inspector	Pauline Margaret Todd
Setting Address	The Copeman Centre, Hall Street, Briston, Melton Constable, Norfolk, NR24 2LG
Telephone number	01263 861356
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Registered person	Briston Community Nursery School Ltd
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?

Briston Community Nursery School Ltd is well established and re-registered in 2006 after a change of management. The setting operates from two rooms at the Copeman Centre, in the village of Briston, Norfolk. A maximum of 66 children may attend the nursery school at any one time. It is open each weekday from 08.00 until 18.00 for 48 weeks of the year. All children share access to secure enclosed outdoor play areas.

There are currently 88 children on roll. Of these six are aged between 18 months and two years and the others are aged from two to five years. There are 54 children receiving funding for nursery education. Children come from a wide catchment area. The setting supports children with learning difficulties.

The nursery school employs 12 staff. Of these seven members of staff, including the manager, hold appropriate early years qualifications and two staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene and cleanliness through their every day routines. They are becoming increasingly independent in their personal care and confidently use the toilet and potties. Some help themselves to a toilet seat to enable them to use an adult toilet comfortably. Nappy changing procedures promote good standards of hygiene, for example, staff wear disposal gloves, place nappies immediately into a disposal unit and disinfect the changing mat afterwards. Children are suitably protected from infection. Staff discuss with them why they need to wash their hands and encourage them to use the soap to get off the germs. The premises and equipment are cleaned regularly. Staff use anti-bacterial spray to clean the table tops before children have their snacks and meals. Children's health details and medical requirements are clearly recorded to maintain their good health, for example, asthma and diabetes. Children who are unwell are cared for appropriately because there are effective systems in place for staff to follow. Trained first aiders ensure children's well-being in the event of an accident. Children are aware of the need for them to put on sun cream and hats before going outside to play in the hot sunshine to keep themselves healthy. Staff put up a gazebo to provide shade over the sand pit.

Children are provided with nutritious, balanced meals which are properly prepared by the nursery school staff. Menus vary and include fresh vegetables. Some children bring a packed lunch or those staying all day have a cooked midday meal and bring a packed tea. The children use appropriate cutlery to cut and eat their food independently. Children with allergies or intolerances, for example, milk, have their needs met consistently because the parents have provided the setting with sufficient detailed information. Children have worthwhile opportunities to learn about healthy eating. They eat a variety of fruit at snack times. They draw pictures of different fruit and vegetables and take part in fruit tasting activities which develop their understanding of what foods are good for them. They are able to say what their favourite fruit is and which ones they dislike, for example, 'I don't like pineapple'. Children help themselves to water from low dispensers in each play room. Staff ensure they drink sufficient amounts to keep them healthy.

Children take part in regular outdoor physical play which encourages them to develop their skills and be active. They use ride-on toys, bikes, swings, rockers, climbing apparatus and slides competently. Children observe the effects of activity on their

bodies and ask each other 'are you sweaty'? They are developing their confidence by using a wide range of equipment that provides challenge. In the wooded area, they enjoy running up and down the mounds and in between the trees. Children demonstrate good control, co-ordination, and spatial awareness when running, riding their bikes forwards and backwards and when playing with bats and balls. They are developing good manipulative skills, for example, they use scissors, paint brushes and glue spatulas adeptly. Children of all ages are able to fulfil their own needs with regard to rest and relaxation. They use comfortable floor cushions or the settee and have a quiet time reading books or watching a video after lunch. A cot is available if required for young children to have safe, undisturbed sleeps.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in premises that are very warm and welcoming. There are colourful posters and photographs of children taking part in activities displayed on the walls which add interest to the surroundings. Children are provided with stimulating indoor and outdoor environments. The play areas are large enough for the activities to be well spread out and separate. The premises are safe, secure and in a reasonable state of repair and decoration. Children are adequately supervised and kept safe because staff are vigilant, for example, they remind children to look behind them before pedalling backwards. They use comprehensive risk assessments and daily checklists to reduce potential hazards and minimise risks indoors and outdoors. All staff members have a sufficient understanding of their roles to ensure children's safety in an emergency and fire drills are practised regularly.

Children use safe and suitable toys and play equipment. They have independent access to a broad range of appropriate resources, for example, construction, 'small world' toys, from low storage units, trays and containers which encourage self-selection. Children are able to play and eat together because there is sufficient furniture available for them to use. There are low benches positioned in shaded areas outside in the garden to ensure children can rest comfortably.

Children's welfare is safeguarded by staff having a sound awareness of child protection procedures and an understanding of their responsibilities towards the children in their care. Relevant documentation is available to staff and details of the referral routes are displayed.

Helping children achieve well and enjoy what they do

The provision is good.

Children's welfare is promoted well because they have activities and play opportunities that develop their emotional, physical, social and intellectual capabilities. The younger children use a range of construction equipment, play dough and puzzles. They enjoy dressing-up as princesses and develop their creative skills by undertaking craft activities such as collage pictures and painting. They have sufficient opportunities to play freely and make choices. The staff allow them to take

the lead, for example to play with the water outside or the train set indoors. They use the 'Birth to three matters' framework to positively promote children's development and use their observations to plan the next steps for their play. The routine for the older children includes times to be active and times for quieter activities but their day is very structured.

All children play happily. They are forming close relationships with staff who are friendly and approachable. Children's self-esteem is raised by staff maintaining good eye contact with them. They position themselves at the child's level to support them with their activities, for example, colouring dinosaur pictures, cutting paper for the craft activity. They use their sense of humour well to make the day fun for the children, for example, they say they will get the ice cream out of the oven and mispronounce children's names. The children laugh as they shout out the words they should have used.

Nursery education.

The quality of teaching and learning is good. Staff have sufficient knowledge and understanding of the early learning goals to help funded children make good progress. The areas of learning are adequately covered and children are questioned and challenged effectively to help them learn new skills.

Children are making progress in their learning through the activities offered. They arrive keen to learn and have a positive approach to the activities they undertake, for example, junk modelling. They have a sense of belonging. They concentrate and sit quietly to undertake painting and drawing. Children form good relationships and are sensitive to the needs of others, for example, letting another child have a go at riding the tractor. They are polite and behave very well.

The more able children speak clearly and audibly. They take turns to talk and a child tells the others 'he's going to push his dad into the sea when he goes on holiday'. They recognise their own name cards and staff help them to distinguish sounds, for example, they ask what begins with a 's' sound and children respond by saying snake and sand. They look at books independently and show an interest in the illustrations. Children have many opportunities to draw and paint and some give meanings to their pictures, for example, 'the seaside'.

Children show an interest in numbers and counting. They enjoy counting the nine poles used to make the gazebo, count their eyes, and sing number rhymes. Staff discuss shape and size with the children during the activities, for example, 'is the pole taller than you'? Children create patterns using a range of construction materials.

Children have regular opportunities to investigate, for example, natural play materials, planting and growing and their outdoor environment. They show excitement when discussing the 'mini beasts' theme. They are able to experience different ways of joining and building and select scissors and sellotape to use during their junk modelling. Children are beginning to find out about the uses of everyday technology. They confidently use the computer. Children are involved in discussions to increase their knowledge about special events in their own lives and develop a respect for a range of cultures and beliefs.

Children explore colour. They select red to colour ladybirds, green to colour grass and blue for the sea when painting. There are many planned opportunities for children to experience music, songs and rhymes. Children use their imagination well, for example when playing outside they pretend to be 'animal rescuers'. They discuss the best way to 'climb up there to rescue the butterfly'.

Staff meet together regularly to plan activities. They are clear about the learning intentions and how basic play provision links into the areas of learning. Staff observe children routinely to identify their achievements which contribute to their overall assessment programme. However, there is no link between these observations and the planning of activities to make sure individual children learning needs are met. Good examples of children's work and photographs are kept to share children's progress with their parents and for parents to keep when children leave.

Helping children make a positive contribution

The provision is good.

The staff treat children with respect and give them regular praise and encouragement, for example, 'thank you for sharing the tractor', 'well done for eating all your fruit'. Staff know the children well and details of their specific needs are recorded to make sure they are cared for according to parents' wishes, for example, 'rests with blanket', 'sugar free drinks only'. Children with additional needs are welcomed into the setting and given appropriate support to promote their welfare and development. They are encouraged to take part in activities alongside their peers, for example, painting and outdoor play. All children are helped to develop a positive attitude to others by using play equipment which reflects positive images of race and culture and by celebrating festivals. The spiritual, moral, social and cultural development of funded children is fostered. They play together cooperatively, share and take turns, for example, when giving each other rides on the bikes, using the double swing, playing with the train set. They have planned opportunities to learn about themselves and the local community. Visitors come into the nursery school to talk to the children about their work, for example, a nurse, road crossing control, and trips are held.

Children's welfare and development is promoted by the staff adopting a consistent approach to the management of their behaviour. Children are well mannered, for example, they say excuse me before speaking and please and thank you at snack time. Staff encourage positive behaviour by using stickers to reward children for their achievements. They act as good role models. They are polite, kind and supportive of each other.

Children benefit from the positive relationships which have developed between staff and their parents. There is a useful exchange of information daily and questionnaires are completed. A wipe board is positioned outside to remind parents of forthcoming events and to share important messages. Parents receive relevant information about the procedures for making complaints and the process for resolving them.

The partnership with parents and carers of funded children is good. Parents receive sufficient basic details about the setting when they first join. They gain worthwhile

information about the early learning goals through displays of children's work and the nursery school's prospectus. Parents feel well informed about their child's progress and are aware they can look at their child's assessment record at any time. They feel involved in their child's learning by taking part in home link activities such as the weather and by receiving regular newsletters.

Organisation

The organisation is good.

The setting follows appropriate recruitment and vetting procedures to ensure that staff are suitable to provide care for children. The staff are deployed effectively within the premises to ensure the safety, welfare and development of the children. Induction training is undertaken by all staff and students are supervised at all times. The staff team is appropriately qualified and very experienced. They take part in regular appraisal sessions to identify their training needs, for example, first aid and child protection.

The arrangements for registration show when children, staff and visitors are present on the premises to ensure their safety. An established key worker system helps children to settle in and aid communication with parents. Children are split into four groups. The chicks and cygnets are cared for in the playroom and the swans and flying swans are cared for in the main room with their own staff members who coordinate information about their individual needs and progress. The nursery school's operational plan ensure good use is made of staff, space and other resources so that children are well cared for and supported during their time at the group. However, the present routine creates times when children are waiting unoccupied, for example, to wash their hands, for their snack to be served, to go outside to play. The older children are not able to play freely, use their initiative or choose their own activities at all times of the day because the range of play equipment is put away mid-morning.

The documents, records, policies and procedures which are required for the efficient and safe management of the provision are kept. They are available, accessible, and stored confidentially in a lockable cupboard in the playroom. The policy document is regularly reviewed to meet current guidance and practices.

The leadership and management of the nursery education is good. There is a system to monitor and develop the provision to ensure that all children make good progress towards the early learning goals. All children are supported appropriately to achieve their potential. Staff are aware of their starting points and involve parents in supporting their child's progress. The staff team work very well together and are aware of their roles and responsibilities. They meet termly with management to discuss the provision.

Overall, the provision meets the needs of the range of children attending.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are good.

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):

- develop routines to enable children to make further decisions about their play and learning, initiate their own activities and explore freely at all times of the day.

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):

- make further use of assessments when planning activities to make sure the individual learning needs of children are promoted.

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