



# Wensum Valley Nursery School

Inspection report for early years provision

<b>Unique Reference Number</b>	254164
<b>Inspection date</b>	19 September 2006
<b>Inspector</b>	Pauline Margaret Todd
<b>Setting Address</b>	Wensum Road, Lyng, Norwich, Norfolk, NR9 5RJ
<b>Telephone number</b>	01603 872252
<b>E-mail</b>	
<b>Registered person</b>	Samantha Mann
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 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?

Wensum Valley Nursery School was established in 1969. It has operated from a purpose built classroom at Lyng Primary School since 1999. It is situated in the village of Lyng, Norfolk. A maximum of 23 children may attend the nursery school at any one time. The nursery school is open each weekday from 09.20 until 11.50 during term time. All children share access to a secure enclosed outdoor play area.

There are currently 23 children aged from two to five years on roll. Of these 16 children receive funding for nursery education. Children come from the local area.

The nursery school is committee run with charitable status. It employs five staff. One holds an appropriate early years qualification and others are working towards qualifications.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children take part in some outdoor physical play which encourages them to develop their skills and be active. They enjoy using the ride-on toys and bikes which they pedal and push around the paved area competently. However, all children would benefit from further spontaneous use of the outdoor play area. More able children show good coordination when using the rockers, balancing beams and put energy into scrambling over the 'climbasaurus'. They are recognising changes that happen to their bodies when they are active and say 'I feel very hot shall I take my jumper off'. Funded children develop their manipulative skills through routine activities. They use knives adeptly to cut the play dough and spatulas to spread glue. Children are able to fulfil their own needs with regard to rest and relaxation by using comfortable floor cushions as they wish.

Children are adequately nourished and have some opportunities to learn about healthy eating. They eat a range of fruit at snack time, for example, pineapple, grapes, kiwi, and banana. Children with allergies, for example, suspected nut allergy, have their needs met appropriately because the parents have provided the setting with detailed information. Jugs of water and beakers are available to children from a tray in one corner of the classroom during the sessions. Staff generally ensure that children drink sufficient amounts to keep them healthy, particularly in hot weather.

Children's good health is promoted effectively because the setting follows clear procedures which ensure children are protected against the spread of infection. The premises and play equipment are very clean, anti-bacterial spray is used to disinfect table tops and staff are vigilant to make sure toys placed in children's mouths are washed immediately. Children are becoming increasingly independent in their personal care and confidently use the toilet and hand washing facilities. They place paper towels into the covered bin after use and posters remind children to wash their hands properly after using the toilet and before eating. Children's health details and medical requirements are clearly recorded to maintain their good health. Staff follow effective systems which enable children who are unwell to be cared for appropriately. Sufficient staff have current first aid knowledge to ensure children's well-being in the event of an accident.

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

The provision is good.

Children benefit greatly from being cared for in a cheerful, welcoming classroom which has colourful displays on the walls. Brightly coloured chairs, mats, beanbags and play house add interest to the surroundings. They have good access to a range of facilities that successfully promote their independence. They can safely help themselves to their personal possessions which are stored in the entrance lobby. The layout makes pleasing use of the space available to create a rich, stimulating and challenging indoor environment. There are sufficient child-sized tables and chairs to enable children to play and eat together. Children use an excellent range of toys and play equipment. All items are accessible from transparent, clearly labelled containers

stored in low storage units and on shelves to encourage self-selection and independence, for example, buttons and beads, building blocks, games and puzzles. Steps are available in the cloakroom so younger children can reach the wash basins independently.

Children are secure and well supervised. Thorough risk assessments are undertaken to reduce potential hazards and minimise risks. Staff members have an appropriate understanding of their roles to ensure children's safety in an emergency.

Children's welfare is safeguarded by staff having a sound working knowledge of child protection procedures. They are aware of their responsibilities towards the children in their care. Relevant documentation and details of the referral routes are displayed for reference.

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

The provision is satisfactory.

Children are provided with activities and play opportunities that develop their emotional, social and intellectual capabilities for example, building blocks, puppets, books, snap cards, puzzles, multilink cubes, drawing and colouring, play dough, home corner, dressing-up. However, the routine is very structured and the large group times are not appropriate for the younger children attending and many lose interest. The children spend long periods waiting unoccupied, for example, to wash their hands for snack, for snack to be served. The children have some opportunities to play freely and extend their own ideas, particularly when playing outside. The staff involve themselves well in the children's play by sitting on the floor with them or at the tables to maintain good eye contact which raises children's self-esteem. They encourage them to extend their play in the home corner by putting food in the oven to cook. They use their sense of humour well to make the sessions fun, for example, when playing with the snap cards and using puppets. Children are very confident with their environment and well-settled.

Nursery education.

The quality of teaching and learning is satisfactory. Staff are familiar with the early learning goals to help funded children make satisfactory progress. The areas of learning are sufficiently covered. Children are generally questioned and challenged effectively to help them learn new skills, for example, 'what colour are mummy's eyes'? Staff mainly make effective use of the indoor and outdoor accommodation and resources for teaching. However, the outdoor play area is not used to its full potential to help children attain the early learning goals. Not only for them to be able to move about more easily and be physically active but also to create large scale imaginary play situations and learn about the natural world.

Children's achievements are highlighted through the use of initial child profiles which are completed when children first join the setting, and staff observations. Examples of children's work are used to share their progress with parents. Details of how the activities are extended or adapted to meet the individual learning needs of the children are shown in the group's planning. However, the planning for the focussed activities does not show the most appropriate or main learning intention. There is no planning of the continuous basic play provision to demonstrate how it is used to promote broad learning intentions. This information would assist new staff to pick up on further learning opportunities as they arise through children's play.

Children are making progress in their learning through the activities and play opportunities offered. They are confident to try new activities, for example, to make pebble people, speak in a familiar group and join in with discussions about the weather. They concentrate and sit quietly during stories and when using multilink cubes. They are sensitive to the needs of others and take care around the parent helper's baby. All children are forming positive relationships. They cooperate well during the ring games and their behaviour is good. The older children display independence when choosing activities and carrying out their own personal hygiene needs. Children have the opportunity to develop a strong sense of community and discuss their families through the activities and themes held.

Children interact with others, they take turns to speak during the day and weather discussion time. They ask questions, for example, 'can we play outside' and respond to instructions, for example, to place rubbish in the bin. The more able use familiar words and are learning each other's names. They use language in their role play. They tell each other to 'sit next to my baby'. Staff use the print in the environment well when talking about the days of the week. Children have many opportunities to make marks as they draw and paint.

The more able children use numbers in order and count the nine children present, two eyes on the pebble people and the strawberries in the story book. They are beginning to recognise numerals, for example, 1 and 9 to make 19 September on the date board. There is limited use of calculation and mathematical language. Children create patterns and follow templates to make shapes using multilink cubes.

Children investigate objects and materials, for example, sand, play dough, corn flour and identify some features of living things, for example, snails. They take part in nature walks and plant and grow some flowers in pots in the garden and on the windowsills. Staff explain to them why things happen and how things work, for example, the grass box on the lawn mower. Children show an interest in ICT and use the computer with assistance from staff. The themes and activities increase their knowledge about different cultures and beliefs.

Children of all ages explore colour. The more able children are able to discuss the difference between 'dark and light green' during multilink cubes activity. They talk about different textures when feeling the material to make hair and clothes for their pebble people. All children join in enthusiastically with singing their favourite songs and rhymes. They use their imagination very well, for example, when pushing dolls in pushchairs and when dressing-up.

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

The provision is good.

Children have many opportunities to learn about themselves and the local community. They are helped to develop an awareness of others by using play equipment which reflects positive images of race, culture and disability and by celebrating festivals. The spiritual, moral, social and cultural development of children is fostered. They play together cooperatively, share and take turns. Visitors from every walk of life come into the group and children are taken out on trips, for example, to the local bakery. The staff treat children with respect and give them regular praise and encouragement, for example, for trying to write their names and for making a smiley mouth on the pebble. Staff know the children well because they may have attended

the parent and toddler group held at the premises or have had older siblings at the group. Children's likes, dislikes and fears are noted on their registration forms to enable appropriate care to be given, for example, 'does not like dogs or low flying aircraft'. The staff are sensitive to their needs and acknowledge that some may not like the noise of the lawn mower. Children with additional needs would be welcomed into the setting and given appropriate support to promote their welfare and development.

Children understand responsible behaviour and can distinguish between right and wrong. They behave very well as staff use positive behaviour management strategies that are appropriate to each child's level of understanding. Children are polite and well-mannered. They are learning to share, for example, the dressing-up hats.

Children benefit from the positive relationships which have developed between staff and their parents and carers. There is a useful exchange of information at the beginning and end of the morning. The information displayed in the entrance lobby shares details of the activities, forthcoming events and childcare practices and newsletters are sent regularly to keep them informed about the provision. Parents receive clear 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, posters and looking at the group's prospectus. Staff share the session plans with them to keep them up-to-date with the themes and projects being undertaken. 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 serving on a management committee, bringing in items to support the themes and activities being held and by assisting at sessions on a rota basis.

## **Organisation**

The organisation is satisfactory.

The organisation of the setting ensures that children are well cared for. Detailed policies and procedures are implemented effectively to promote satisfactory outcomes for children. The setting follows appropriate recruitment and vetting procedures to ensure that staff are suitable. All new staff undertake an induction programme with appraisals held at the end to help identify their training and development needs. Details of staff are available on the premises. However, their records are not kept individually. The new staff do not currently hold recognised qualifications for their roles. A satisfactory action plan is in place which clearly demonstrates how staff will obtain level 2 and level 3 qualifications within certain timescales. Good team work and communication encourages all staff and volunteers to work together to promote children's welfare and learning.

The group's operational plan explains how the setting runs and how the resources are used to meet the needs of the children. The premises are well-organised. However, the key worker system is not used effectively to support children at all times and ensure that they are grouped appropriately. The arrangements for registration clearly show children's attendance. They are

recorded as soon as they arrive and leave the setting to ensure their safety. Appropriate documents are available and stored confidentially to ensure the safe running of the provision.

The leadership and management of the nursery education is satisfactory. There is a system to monitor the provision to ensure that all children make progress towards the early learning goals and that children are developing positive attitudes and dispositions towards their learning. Staff are aware of children's starting points and work with parents to support their progress. The group has a new staff team who are still becoming aware of their roles and responsibilities. They meet regularly with the committee to discuss the provision.

Overall, children's needs are met.

### **Improvements since the last inspection**

At the last inspection, the group agreed to develop their hygiene procedures, maintain an accurate register and update their policy documents to reflect current legislation. The group have successfully addressed these issues to ensure children's health and safety.

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

Since the 1 April 2004 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.

## **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 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 the routine and key worker system so all children are well supported and grouped appropriately for activities
- keep individual records for each staff member
- continue to implement the action plan to ensure staff are suitably qualified for their roles.

## **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 use of the outdoor play area to further promote the early learning goals
- improve planning to give a clear understanding of the purpose of the activities and identify how continuous basic play provision is used to promote broad learning intentions.

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)