



Deddington Village Nursery

Inspection report for early years provision

Unique Reference Number	EY330247
Inspection date	06 September 2006
Inspector	Jan Leo
Setting Address	Hempton Road, Deddington Road, Oxfordshire, OX15 0QH
Telephone number	01869 337383
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Registered person	Deddington Village Nursery 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.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

WHAT SORT OF SETTING IS IT?

Deddington Village Nursery registered in February 2006 having previously run on the same site under the name Deddington Pre-School. It is run by a limited company and works in partnership with the Foundation Stage Unit at the local school. The nursery operates from a single story portacabin on the outskirts of the village with an

enclosed garden for outdoor activities. The group opens Monday to Friday during school term time, from 08.30 until 15.00, with occasional sessions operating in the holiday period from 09.00 until 13.00. The group is registered to care for a maximum of 16 children aged from two to under five years and there are currently 20 children on roll. The provision generally accepts children from the age of two years until they move up to the Partnership Foundation Stage Unit in the September after their third birthday. The setting provides nursery education, for those children who are eligible, until they move to the Foundation Unit. At the time of the inspection there were no children receiving funding for nursery education. There are six staff who work with the children, of these, four have early years qualifications to level three or above, and one is currently working toward a level two qualification in Child Care and Education. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are healthy because they follow good practice regarding hygiene, benefit from regular fresh air and exercise, and form strong bonds with staff to feel emotionally secure within the setting. Children learn to wash their hands independently from an early age, with staff supervising new children to offer help and ensure cleaning effectively removes dirt and germs. Staff preserve children's dignity when changing nappies and they follow strict procedures to avoid the spread of infection and keep children comfortable. For example, staff change children discretely behind a screen; they wear gloves, change children promptly, and keep all areas very clean. Adults act as very good role models, frequently washing their own hands to demonstrate the importance of good hygiene. However, whilst they can use the children's low basins to wash their hands, there are no drying facilities for adults within the bathroom area. As a result, staff clean their hands in the kitchen, opening the stair gate as they go, with a risk of spreading germs. Children sleep according to their needs and staff tuck them under blankets to make sure they are comfortable on fold out beds. Staff wash the upholstery regularly to keep it looking clean, but children do not sleep on easily laundered bedding to ensure covers are always fresh. Children have free access to drinking water throughout the day and independently find their own covered drink container whenever they are thirsty. They sit sociably together at snack and lunch times, talking with staff and friends about what they bring to eat, smelling cinnamon on a bun and developing an interest in food. All children thoroughly enjoy playing outdoors and freely choose what to do. Staff provide a wide range of equipment to promote physical activity, and they join in play to develop physical ability and boost children's confidence. For example, a member of staff repeatedly counts one, two, and three, before throwing a ball for a child to catch. Others watch with interest and she involves them all before developing the game to include kicking the ball to practise another skill.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children stay safe because the staff provide a secure environment and high level of supervision at all times. Children have ample space between activities to enable them to move around and spread out as they play, without risk of injury. They play with robust resources, which are suitable for their age and ability, and learn to use equipment safely to avoid accidents. For example, children know not to play on the large climbing frame when there are no safety mats around the base. Equipment is plentiful and in good condition. Staff provide equipment such as slides in different sizes to give children increased challenges as they develop within a controlled environment. This ensures children continually develop their skills and confidence without coming to any harm. The staff diligently check the play areas and resources each day to remove hazards, and they complete risk assessments in writing to standardise safety checks. Some records have no date to give a clear indication of when staff complete the assessment. Staff have a good understanding of the child protection procedure because they share their knowledge from training courses. In addition, they keep reference material on file, familiarise themselves with the child protection policy, and have easy access to referral contact numbers in case they have concerns about a child.

Helping children achieve well and enjoy what they do

The provision is outstanding.

All children learn through play and an excellent range of practical activities. Staff join in freely to support young children, develop their understanding and inspire enthusiasm. A key worker system ensures new children settle quickly and make friends immediately when they start. As a result, children play exceptionally well together, share resources and enjoy helping others. For example, one proudly shows off his strength by helping push a friend's tricycle over the grass when pedalling becomes difficult, and another child confidently shows a new boy where resources go when it is time to pack away. Children follow a well-planned programme designed around Birth to three matters and the stepping-stones to the Foundation Stage. Staff ensure children work at a level to suit their ability and stage of development. This guarantees a seamless transition from one stage to the next. Children choose what to do and access equipment easily without assistance. As a result, they are becoming increasingly confident, consistently competent at devising and sustaining their games, and are extremely independent.

Nursery Education.

The provision operates in partnership with the Foundation Stage Unit at the local school. Children who receive funding for nursery education move to the unit in the September after their third birthday. Due to the timing of this inspection, there are no children attending the setting who currently receive funding for nursery education. Staff however, have comprehensive documentation detailing the activity programme operating until July when term ended and those in receipt of funding moved on. Through discussion and observations, they demonstrate an ability to expand and develop the programme followed by younger children to provide a consistently high standard of education for three and four year olds.

Evidence suggests that the quality of teaching and learning is good. Staff use their voices very effectively to express an excitement about learning new things and, as a result, children are eager to participate and try everything on offer. Staff plan an interesting and varied curriculum which they display to ensure everyone knows what is happening and where. The aims of the activities are not always apparent to adult helpers without a briefing from staff. Staff provide children with practical activities to ensure learning is meaningful and develop curiosity. Staff incorporate challenges at an appropriate level and praise children's achievements to boost their self-esteem making sure children never feel silly if they get something wrong. As a result, the children show a high level of interest and are confident learners.

Children learn about numbers within the daily routine to make learning relevant. For example, staff give children five minutes warning before tidy up time, holding five fingers in the air to reinforce what five looks like. Staff choose background music and songs for circle time carefully to link learning and reinforce children's understanding. Children routinely have access to a range of mark making equipment and ascribe meaning to their freehand pictures. They thoroughly enjoy group story time, and many sit on the edge of their seats when the story gets exciting. Several children get up for a closer look and touch the picture as staff hold the book for all to see. Staff promote thinking by, for example, asking questions when singing the wheels on the bus. Most children speak clearly and with confidence when answering questions, such as, what the driver might need to clean his window if it is raining, and what he should use if someone was in his way. Children play for lengthy periods in the home corner, making tea and toast, dressing baby and pegging washing out to dry to act out what they see adults do. They share ideas with friends and frequently talk through what they are doing as they play. Staff introduce topic work to help children learn more about the wider world and invite visitors, such as the police or ambulance service, to talk to the children about their work. Children have opportunities to use modern technology, helping with photocopying and making use of calculators to add large numbers. They access a lot of equipment without help because resources are at low level and have labels including both words and pictures to make them easy to locate. Children use both large and small equipment well, displaying control over their movements and showing pleasure in their achievements. For example, one grinned as he sang 'bouncy, bouncy, bouncy' while showing a friend how high he can bounce on a space hopper. Some climb steps using alternate feet, most steer cars and tricycles without collision, and all show good spatial awareness when running around the garden.

Helping children make a positive contribution

The provision is outstanding.

Children mix exceptionally well because they feel comfortable within the setting. Staff greet children and adults on arrival to make sure they feel welcome and new children receive extra support to help them become part of the group. As a result, new children swiftly become involved in play with others and rapidly feel able to move away from their key worker. Staff encourage children to talk about their home life such as their pets, relatives and favourite things, to help others recognise different needs and cultures. Staff interact tirelessly, showing considerable interest in what

children tell them, to make children feel special and develop their self-esteem. Children with special needs are welcome and staff obtain additional helpers if necessary to ensure they are fully included in the group. All children learn to be helpful and considerate. Staff involve the older two year olds in showing new children what to do, to help them make friends quickly and learn the pattern of the day. Children help successfully making it impossible to identify new children after only a few hours at the group. As a result, children are very sociable, relaxed, and extremely well behaved. Children share resources without question but like to do so on their own terms. For example, when a child touched another's bricks, he received a gentle push and was told by the first child, 'that's mine'. He promptly found his own bricks to play with and the first child then included him in the game and they shared the resources to create a building together. Staff form very good relationships with parents and carers. They supply comprehensive information about the setting through issuing a prospectus to every new child, sending out regular newsletters and operating a key worker system to make verbal communication easy. In addition, the staff hold regular parents evenings to pass on information formally about children's progress, and they operate a helper rota to enable adults to see first hand what their children do.

Nursery Education.

Spiritual, moral, social and cultural development is fostered. The partnership with parents and carers is good. Information on children's progress is always on site for families to look at, and staff make themselves readily available for informal discussion at drop off and collection times. Adults value the opportunity to help at the setting in order to see for themselves how their children learn. The staff provide full instructions about rota tasks and display the activity plans clearly for all to see. Staff brief helpers on the aims of the activities to make the most of their contribution to the session. Staff value the support from helpers highly, and this creates an effective partnership to help children develop and learn.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. The leadership and management of the provision are good. Children benefit from a wide range of interesting activities set within a well-planned day. They follow a simple routine to make sure they know what to expect, and have all their needs met by the dedicated and competent staff. The staff work well as a team and attend relevant training to raise standards and increase their skills. The management support training and development fully. They provide a comprehensive induction for new staff and continue with regular supervision and appraisals to identify training needs and development issues. Staff and management routinely update policies on a rolling programme to ensure the provision remains effective and correct any discrepancies between policy and practice. Documents are not always dated to give a clear indication of when staff record the information. All documentation, required by regulation, is in place and of a high standard. Staff continually monitor all aspects of the setting in order to maintain the high level of service they provide for the children.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that require 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):

- improve standards of hygiene further by providing hand washing facilities for staff within the bathroom area, and a supply of easily laundered covers for the roll out beds

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):

- include more detail in curriculum planning to clarify the aims of the activities for adult helpers.

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:
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