



START

Inspection report for early years provision

Unique Reference Number	EY330102
Inspection date	14 September 2006
Inspector	Dianne Andrews
Setting Address	Woodside Primary School, Gittin Street, OSWESTRY, Shropshire, SY11 1DT
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Registered person	The Governors of Woodside Primary School
Type of inspection	Childcare
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

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.

WHAT SORT OF SETTING IS IT?

Start Nursery opened in 2006 and forms part of the SureStart Oswestry Local Programme and Children's Centre. It operates from a purpose-built building within Woodside Primary School's grounds and is managed by a committee, which includes governors of the school and representatives from SureStart. A maximum of 40 children may attend the setting at any one time. There are currently 51 children on roll aged from three months to four years. The nursery is open five days a week all year round, from 08:00 to 18:00. There are three main activity areas including: an under two's area, a toddlers area and a pre-school room. There is access from all rooms to a secure outside play and learning area. Children attend for a variety of

sessions and come from a wide catchment area, although priority is given to children who live in the Oswestry SureStart's targeted postcodes. The nursery provides support for children with special needs and those who speak English as an additional language. There are 10 staff caring for the children throughout the week. All staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through well-organised routines and activities. They know to wash their hands before eating and after using the toilet, using facilities that allow them to be independent. Staff show children good role models by washing their own hands and wiping down tables and furniture before and after meals. Children's well-being is effectively promoted because staff are well informed about children's health care matters, making sure that all the required documentation and consents are in place to support this. Staff attend first aid and food hygiene training to ensure they are aware of the correct procedures to follow to maintain children's health and prevent the spread of infection.

The nursery is taking part in the 'Healthy Early Years' project in order to introduce children in their care to a healthy lifestyle. Children's dietary needs are met through a well-balanced range of nutritious snacks and meals that take account of their individual dietary needs and preferences. For example, each day staff ensure that they are offered fresh fruit or vegetables at snack times and lunches are planned with the kitchen staff and are tailored to suit the ages of children attending. Lunchtime is a social occasion when children sit down together to eat and enjoy their meals. They are offered regular drinks and have access to drinking water throughout the day to offer them opportunities to meet their own needs independently.

Children enjoy a range of physical activities that contribute to a healthy lifestyle. Most notably, they have daily access, regardless of the weather, to an exceptionally well-planned outdoor area, where they enjoy a range of interesting opportunities to develop skills, such as balancing on stepping stones through the play stream, climbing to the top of the grassy bank and sliding down and using wheeled toys to manoeuvre along the meandering roadway. They demonstrate increasing control while using equipment such as the threading easel, chalk boards and construction sets to help them develop their hand to eye co-ordination.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a new, purpose-built nursery premises. The rooms are well-designed to allow them to move about freely and independently. The bright and airy environment is welcoming and child-friendly. Each playroom is well-organised and equipped with appropriate furniture, for example, very low tables and captains

chairs with harnesses to enable the youngest children to sit comfortably and participate in meal-times and table-top activities. Children, in all areas of the nursery, freely self-select from an extensive range of safe and suitable toys and equipment that are well-maintained and meet safety standards.

The risk of accidental injury to children is minimised because staff take most of the necessary steps to reduce hazards in the setting. For example, stringent measures are in place to monitor the entrance to the nursery to prevent unauthorised access, 'walkie talkie' communication enables staff throughout the nursery and school to make contact in the case of an emergency and staff carry out visual, daily safety checks and take swift action to rectify concerns identified. However, in a few areas children's safety has not been effectively considered; the water butt in the outdoor area is not fitted with a lid to ensure children's safety and the room in the pre-school area used for storage is not suitable for children's use, but can be accessed easily by children playing in the area.

Children develop an understanding of how to use toys and equipment safely and explain the rules to others, for example, reminding them how to carry scissors safely while moving around the room. They learn about keeping themselves safe through meaningful activities such as practising road safety during walks in the community and practising emergency evacuation procedures at regular intervals.

Children's welfare is safeguarded and promoted because all staff have a clear understanding of their roles and responsibilities in protecting children and the procedures to follow if they have a concern.

Helping children achieve well and enjoy what they do

The provision is good.

Babies enjoy a stimulating environment; rooms are well-organised so that mobile babies can crawl and toddle safely and explore their surroundings. They benefit from flexible routines that enable them to rest or play according to their own needs and parents' wishes. Staff are friendly, kind and attentive to their needs.

The 'Birth to three matters' framework provides babies and toddlers with opportunities to take part in a wide range of interesting age-appropriate activities to help them progress and develop. The youngest children are encouraged to experiment with a selection of mediums, for instance, babies explore paint, covering their bodies and making marks on paper and toddlers look at and experience the texture and properties of ice cubes and sand. They are helped to develop a sense of self as they enjoy seeing their reflection in the many mirrors around the nursery.

Most children arrive happily at nursery, they enter with confidence and greet staff with warmth and pleasure. They wave goodbye to their parents and carers happily and settle quickly to their activities. Children who need support to help them separate from their parents are offered time to settle at their own pace. They benefit from good relationships with staff and each other, play together as appropriate for their age and stage of development and enjoy each other's company. They are eager and enthusiastic as they freely select from the extensive range of high quality toys and

resources, which include use of a computer and interactive white board, experiments with water, creation of a kite with a selection of materials, imaginative play with a small-world fort and development of characters and roles in the home corner area with dolls, telephones and dressing up clothes. Older children choose to play outside, despite the rain, and dress in their waterproof clothing to enable them to play comfortably.

Helping children make a positive contribution

The provision is good.

Children are welcomed into the setting and are valued by staff who respect their individuality. They develop a sense of belonging because settling in procedures help to ensure children are familiar with the staff and routines of the provision. Staff ensure that children's personal belongings and comforters are safe, yet close by if they need them.

Children make positive choices and decisions about how they wish to spend their time. For example, choosing to go outdoors rather than to stay inside with the majority of the children. Their independence is promoted by the well organised environment and child accessible storage, from which they freely self-select resources. Children understand responsible behaviour and remind each other of the rules, for example, 'you have to put on an apron before playing with the water'. Staff are good role models and use calm and consistent strategies, appropriate to children's stage of development, explaining why a behaviour is unacceptable and the effect it has on others. Children are offered regular praise and encouragement to develop their self-esteem and promote positive behaviour.

Children become aware of their local community through outings in the area to amenities such as shops, the library and the recycling point. They have opportunities to become involved in community projects as they plant wild flower seeds with the local council. They have access to a broad range of resources, such as books, puzzles, dolls and role play resources promoting a positive view of diversity and acknowledging cultural differences, however, they have more limited opportunities to learn about the wider world and how others live. The nursery's links with the SureStart enable them to offer valuable support for families requiring respite childcare provision. Clear processes, which include working closely with parents and liaising with other professionals, are in place to identify and support children's specific needs.

Good information sharing throughout the nursery ensures that children are cared for according to their parents wishes. Parents of babies and toddlers are kept informed about their care through home-link books, which compliment the verbal exchanges taking place at both ends of the day. Parents have access, on request, to detailed information about the setting included in the nursery's policies and procedures. An informative notice board offers useful information and advice about children's earliest years, and a colourful display offers an insight into how children learn through the Foundation Stage and 'Birth to three matters'. Parents are offered opportunities to reflect on the service provided as they are asked for their views, comments or to

detail concerns in the book made available in the foyer. They speak very highly of the staff and the care provision.

Organisation

The organisation is good.

Children benefit from the very good organisation of resources and play space. They make choices and develop their own ideas and interests as they play. Staff work as a team to provide effective support, helping children enjoy a wide range of exciting and worthwhile activities. Across the nursery the well-organised environment and effective staff deployment enhances children's enjoyment and achievement and, in most areas, children's ability to take an active part in the activities. However, at times in the pre-school room the children gather into a large group, in excess of 26 children, this has the effect of limiting the participation of the youngest children.

Operational procedures and policies work very well in practice to support the successful running of the provision and to promote children's good health, safety, welfare and development. All the required documents and consents are in place to ensure staff follow parents' wishes regarding their children's care. Policies and procedures are regularly reviewed and updated in line with changes in legislation. Robust recruitment and appointment procedures are in place to ensure children are protected and cared for by staff with a sound knowledge and understanding of child development. Children's experience at the nursery is greatly enhanced by the clear direction provided for staff by the effective management team. Staff appraisals and regular team meetings help staff to identify strengths and areas for development so that they continue to improve the outcomes for children.

Overall, children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since the registration 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

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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 risk assessments are successful in promoting children's safety in all areas of the nursery
- develop opportunities for children to take part in activities which help them learn about, and value others
- consider the way that pre-school children are grouped, to ensure their needs are consistently met.

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