



Ashleigh Nursery School

Inspection report for early years provision

Unique Reference Number	200487
Inspection date	21 November 2006
Inspector	Jayne Clarke
Setting Address	Ashleigh, Old Watling Street, Atherstone, Warwickshire, CV9 2PA
Telephone number	01827 718249
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Registered person	Kate Adams
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?

Ashleigh Nursery School is run by private ownership. It opened in 1990 and is located in the town of Atherstone, Warwickshire. The nursery operates from a large detached bungalow set in a secluded location with extensive gardens and ample parking. A maximum of 47 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 52 weeks of the year with the exception of bank holidays. All children share access to a secure enclosed outdoor play area.

There are currently 84 children from six weeks to under five years on roll. Of these, 14 children receive funding for early education. Children come from the local and surrounding areas.

The nursery currently supports children with disabilities.

The nursery employs 18 members of staff, all of whom hold appropriate early years qualifications. The provision is managed by the proprietor, who is a qualified teacher. One member of staff is working towards a further qualification. The nursery is a member of the Pre-School Learning Alliance and the Early Years Forum. The nursery receives support from the local authority early years partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about simple good health and hygiene practices. They wash their hands with soap and water at regular and routine times throughout the day. Children use individual towels to dry their hands. This helps children to understand how to keep themselves clean and prevent the spread of infection. Children are further protected because the setting has a clear policy which sets out procedures to exclude children with infectious diseases. Children have opportunities to rest according to their needs and individual sleep routines. This contributes to children's healthy growth and development.

Meal times are sociable occasions where children and adults sit together to talk about what they have done at nursery and at home. Children know that they can ask for a drink of water at any time, older children are able to help themselves to water from a jug. Children benefit from the varied range of nutritional meals which fully promote healthy eating. Practitioners work well with parents to obtain relevant information so that children have their health and dietary needs met regarding individual preferences and allergies.

Physical play is a significant feature of children's daily routine. Children have many opportunities to play regularly on equipment outside to promote small and large muscle development. They take part enthusiastically in physical activities such as climbing, jumping and balancing games. Children are beginning to learn about the effect of physical exercise on their bodies, they understand that fresh air and exercise is good for them.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure and safe environment. Adequate risk assessments, policies and procedures are in place to ensure that appropriate action is taken to identify and minimise hazards regarding the safety and condition of toys, equipment and the premises, although sufficient attention has not been given to ensure that all risks are included in the risk assessment record regarding the water container in the garden and plastic covers on soft play wall coverings. Good levels of supervision ensure that children can play safely indoors and are well supervised on outings. Staff have good knowledge and understanding of health and safety procedures to keep children safe at all times. Children learn how to keep themselves safe and avoid accidents, they understand rules about walking indoors so that they do not fall or bump into each other. Children take part in regular fire evacuation practice so that they know what to do in an emergency.

Children are safeguarded through robust child protection procedures which are understood and implemented by all staff. Adults are familiar with the indicators of abuse and know what action to take if they have concerns about a child's well-being. They have attended child protection training and are fully informed of current guidelines and allegations procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy what they do and make good progress in all areas of learning and development. They settle well and are happy, leave parents confidently and know what to do when they come into the setting. They feel secure with familiar routines such as free play on arrival, circle time, indoor and outdoor play. Staff have good knowledge of how children learn, they use their expertise and knowledge of the 'Birth to three matters' framework well so that all children take part fully in activities which promote their sensory, creative and imaginative development. There are some exceptional features of practice to support and significantly enhance children's sensory and communication skills, reward their individual achievements and keep parents informed and involved in their child's progress. For example, babies express excitement and joy at the feel of cool air on their skin, they are fascinated by the rhythm of moving lights, they look with interest at their own reflection and move their arms and legs excitedly in response to what they see. They enjoy the satisfying experience of close and gentle contact with adults and each other, they explore a variety of textures as they scrunch and squeeze different fabrics and show delight in hide and seek games. Toddlers spontaneously explore a range of natural materials such as shredded paper which they touch and shake. Staff make excellent use of a recognised sign language system to represent pictures, words, shapes and colours during story, rhyme and discussion time. This promotes effective communication in babies and young children, including children with learning difficulties and disabilities. Development profiles contain detailed information, reward certificates and photographs about each child's progress whilst they are at nursery. This interactive document is continuously shared with parents throughout the year and is used as a valuable record of children's achievements. This positive approach successfully promotes children's health, well-being and skills for learning. Musical instruments and glove puppets are introduced to stimulate interest, fun and enjoyment as children join in with singing rhymes and name recognition games. This helps children to listen and respond to a variety of sounds and spoken words. Children's self-esteem is promoted well, they receive rewards stickers and lots of positive praise and encouragement from adults during their play and everyday routines. Children develop strong and trusting relationships with familiar adults and respond with delight and enthusiasm to the range of interesting and stimulating activities.

Nursery Education

The quality of teaching and learning in funded nursery education is good. Staff are knowledgeable about the Curriculum guidance for the foundation stage and use it well to effectively promote children's development and progress in the six areas of learning. Staff know the children well and listen attentively to what they have to say, consequently they respond to each child's interests to provide appropriately planned activities which help children to become confident and independent learners. Staff talk positively to children at all times and ask questions that help children to think about what they are doing so that children's interests

are developed and extended. Staff regularly observe children throughout the session which helps them to understand what children can do and where they might need additional support. They use this information effectively to plan a range of interesting activities based on what children like to do and to identify their success and achievements. Future planning is developed from assessment records which help adults to decide what each child needs to do next, although evaluative methods lack minor detail regarding how children will move on to the next steps in their learning.

Children are excited and motivated to learn, they relish in new and familiar experiences which help them to initiate a variety of role play and imaginative games and learn about peoples differences and similarities. Children respond well to consistent routines and are well behaved because they understand what is expected of them. They form good relationships with adults and each other which promotes their sense of well-being. Children are developing early writing skills as they use pencils and crayons to make marks and write their names on paper. A good range of resources are available for children to independently select to further enhance their writing skills. Children are beginning to make links with information technology equipment as they use the computer and programmable toys. They find out how to use a calculator, tape recorder and CD player and see familiar household appliances such as a 'microwave oven' in their pretend play. Children are developing an awareness of shape, counting and numbers, they confidently name the properties of two and three dimensional shapes and relish in new sounds for different shapes such as a 'cuboid' and 'prism' and link the familiar shape of the 'cone' to their own 'ice cream' experiences. Children remain interested in activities and make suggestions of their own to extend their play and learning in other areas. They create models using a variety of different shapes from 'found materials' to make a 'rocket that can fly in the sky' and select natural resources such as leaves and twigs to add to their creation. They reflect on past events as they talk about the rockets and fireworks they have seen on Bonfire night. Children frequently use numbers for counting during songs, rhymes and activities which help them to count on and take away. They understand how to use number lines to follow a sequence of numbers. Children move confidently and are developing good co-ordination skills. They show a good awareness of space and handle tools and small equipment well. Outdoor physical play with a variety of small and large play equipment is an important feature of children's daily routine.

Helping children make a positive contribution

The provision is good.

Children enjoy good relationships with the staff and each other. Children are valued and respected as individuals because staff take time to find out what they are interested in so that children are supported effectively in the setting. Children's confidence and self-esteem is developed because they are praised frequently for their good behaviour and achievements. Activities and resources promote diversity. Children have opportunities to play with ethnic and gender dolls. They look at and talk about pictures and posters which reflect positive images of people from different ethnic origin and people with disabilities and which display written words in other languages. A variety of cultural festivals such as Raksha, Bandham, Christmas and Easter are celebrated throughout the year. This helps children feel a sense of belonging and to learn about others cultures, beliefs and traditions as they become aware of a wider society.

Children with disabilities are effectively supported as staff take positive steps to provide appropriate care and support to meet their individual needs. They communicate well with parents and other agencies to promote an inclusive service so that all children can fully participate in everyday routines, activities and special events.

Staff provide very good role models and use effective methods to promote positive behaviour so that children understand what is expected of them. Children actively take part in setting rules and boundaries to reinforce what they can and cannot do. Children play well together and show concern for each other. They express pride and enjoyment in their activities and achievements which helps them feel special and included. They show interest in the range of different activities and experiences within the setting which successfully fosters children's spiritual, moral, social and cultural development.

Children benefit from the good relationships between staff and parents. Information is regularly shared so that parents are fully informed about the setting's policies and routines and children's involvement in activities. Parents are invited to make comments and suggestions about the service they receive and are welcome to join in with social events and outings. Partnership with parents and carers of funded children is good. Parents receive good quality information about their children's development and progress. Regular parent meetings are arranged throughout the year. Training opportunities are shared so that parents can help with their child's learning at home. This strong partnership helps to foster children's progress in all areas of development.

Organisation

The organisation is good.

Effective recruitment procedures are in place which ensure that staff are appropriately vetted and suitable to work with children. Staff have appropriate qualifications and are committed to improving and developing their practice, as such, children are well cared for and protected by experienced staff. Space and resources are well organised to provide appropriate care for each age group and effectively promote children's development and learning. Children move freely within each room so that they can choose between different areas of play and take part in a variety of interesting and stimulating activities. Rooms are used effectively for sensory activities, small group work, meals and snacks. Staff make good use of their time to provide children with appropriate support during adult-focused activities and child-initiated play.

All relevant policies and procedures are in place to support good practice and promote children's care, welfare and positive contribution. Policies are regularly reviewed to ensure that current guidelines are followed, although the complaints policy includes out of date information about Ofsted's contact details. Information is regularly shared with staff and parents to keep them up to date and fully informed about the organisation of the setting.

The leadership and management of the setting is good. The manager is a proactive and involved leader of the nursery who is highly committed to the continuous improvement of the service provided, she keeps up to date with current information and new ideas regarding proposed changes in early years care and education. Staff are enthusiastic and work efficiently as a team. They plan a good range of activities to provide a rich and stimulating environment which promotes children's development and progress in all areas of learning. Staff are supported well

in their professional development. They attend regular training events to keep up to date with current childcare related information and are well informed about the 'Birth to three matters' framework and the Curriculum guidance for the foundation stage. Staff work particularly well with new and interesting ideas to aid communication with babies and young children. An effective system of observation and assessment is in place to monitor children's developmental progress. Information is attractively displayed so that children's individual profiles form a personal and individual history of each child's nursery life.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider agreed to keep accurate records of children's attendance and help children to develop mathematical understanding of addition and subtraction. Since then children's times of arrival and departure are recorded in a daily attendance register. Children take part in activities, games and rhymes which help them to explore mathematical concepts such as 'how many more' and 'what is left'.

Complaints since the last inspection

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.

There have been no complaints made to Ofsted since 1 April 2004 that required the provider or Ofsted to take any action in order to meet the National Standards.

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):

- ensure that all hazards are identified in the risk assessment regarding the water container and plastic covers on the wall display.

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):

- continue to evaluate children's developmental progress in order to further enhance the next steps in children's 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