



Reepham Nursery School

Inspection report for early years provision

Unique Reference Number	404977
Inspection date	12 December 2006
Inspector	Pauline Margaret Todd
Setting Address	Stimpsons Piece, Station Road, NORWICH, NR10 4LL
Telephone number	01603 872132
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Registered person	Reepham Nursery School
Type of inspection	Integrated
Type of care	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.

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?

Reepham Nursery School opened in 1974. It operates from the Pavilion situated on the playing field in the rural town of Reepham, Norfolk. A maximum of 26 children may attend the nursery school at any one time. It is open on Monday, Tuesday, Thursday and Friday between 09.30 and 12.00 and on Monday, Tuesday and Thursday between 12.45 and 15.00 during term time. All children share access to a secure enclosed outdoor play area.

There are currently 26 children aged from two to five years on roll. Of these, 23 children receive funding for nursery education. Children come from the local catchment area. The setting supports children with learning difficulties.

The nursery school employs nine part-time members of staff. Six of the staff hold appropriate early years qualifications. One member of staff is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted appropriately because the setting takes positive steps to ensure the premises and play equipment are clean and well-maintained. Staff follow effective hygiene practices, for example, they use anti-bacterial spray on the table tops before children eat, they remind children not to lick their fingers during the cooking activity because they may get an upset tummy, and children use different aprons for cooking than for painting. Children are becoming increasingly independent in their personal care, for example, they use the toilet and hand washing facilities confidently. Children's health details and medical requirements are clearly recorded to maintain their good health, for example, glue ear, asthma. Staff do what they can to prevent the spread of illnesses, for example, noses are wiped promptly. Parents receive detailed information regarding the care of sick children to enable them to be supported appropriately. Sufficient staff have current first aid knowledge to ensure children's well-being in the event of an accident.

Children are provided with nutritious snacks which are properly prepared on the premises. They enjoy eating toast and sometimes have fruit which helps them learn about healthy eating. Children with allergies and special dietary requirements have their needs met appropriately because the parents have provided the setting with detailed information, for example, diabetes, vegetarian. Children have milk, water or low-sugar squash at snack time but they do not have access to fresh drinking water at all times to ensure they drink sufficient amounts to keep them healthy.

Children have varied opportunities to experience physical activity. They use rockers cooperatively, crawl through tunnels, push trolleys and use ride-on toys. They play outside with the hoops and beanbags. They march and stretch during action rhymes which encourages them to use their bodies and develop their skills. Children demonstrate appropriate spatial awareness when riding bikes around the room without colliding into each other. They are developing competent manipulative skills, for example, they use scissors well to cut out pictures and rollers with the play dough. They fulfil their own needs with regard to rest and relaxation. They use comfortable floor cushions by the book corner as they wish throughout the session.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from being cared for in premises that are suitable and safe. Their well-being is promoted because staff prepare the hall ready for them on arrival. They make the area friendly and welcoming to children and parents. Colourful pictures and posters are displayed on the walls. Practical use is made of the space available to provide children with free movement and well spread out activities which promote their development. Children use a wide range of toys and play equipment which is developmentally appropriate. Many items are made from wood and brightly coloured plastic. They select from items available on the floor and table tops, for example, puzzles, games, play dough, small scale imaginative play equipment. Children use suitable furniture which enables them to sit comfortably to take part in activities.

Children are kept safe because staff give them good supervision and are vigilant, for example, they sweep up the sand spilt from the tray. They use risk assessments and daily checks to reduce potential hazards and minimise risks, for example, they ensure sockets are fitted with covers. A stairgate prevents access to the kitchen. Children are learning how to keep themselves safe. Staff discuss with them that they should not run because they will bump into each other and that the oven will be hot during the cooking activity. Staff have a sound understanding of their roles to ensure children's safety in an emergency.

Children's welfare is adequately safeguarded because staff have appropriate knowledge of child protection procedures. They have attended recent training to improve their awareness. Relevant documentation and details of the referral routes to follow are available if they suspect that a child is being abused or neglected.

Helping children achieve well and enjoy what they do

The provision is good.

Children's welfare is promoted successfully because they undertake activities and play opportunities that cover all areas of their development. They are happy and enjoy playing with the play dough and construction equipment. Children have regular opportunities to play freely and extend their own ideas. They buy fruit at the shop and take it to the home corner to put it into the cupboards. They say 'we'll go and get some more eggs'. They are forming close relationships with the staff who are very friendly and give them a great deal of support, for example, they pretend to be the shop keeper, help them to make shapes from the play dough.

Nursery education.

The quality of teaching and learning is good. Staff have secure knowledge and understanding of the early learning goals to help funded children make progress, for example, they pick up on many learning opportunities during the cooking activity. The areas of learning are adequately covered and children are questioned and challenged effectively to help them learn new skills. Staff generally make good use of the accommodation, time and resources. However, at times the routine and activities become adult led. The learning environment does not encourage children to use their initiative, become self-sufficient, tackle problems, choose activities and select resources for themselves.

Children are making progress in their learning through the activities offered. They are motivated to learn and confident to try new activities, for example, to make Christmas biscuits. They concentrate well and sit quietly when undertaking activities and listening to stories. They are forming good relationships and play together cooperatively in the home corner and work well as part of a group during the cooking activity. They are showing some independence when putting on aprons and coats. They place their mugs and plates on a tray after snack time and help to tidy up. The more able children speak clearly. They tell staff 'I have a book like that' during story time and say 'take a number please' when being the shop keeper. They recognise their own name cards and staff help them to distinguish the sound of the first letter of their names. Children have many opportunities to draw and paint and some give meanings to their pictures, for example, 'bonfire and fireworks'. They attempt writing in notebooks and their own names on their work. Children show an interest in numbers and counting. They count 3 oranges

when buying fruit at the shop. Staff help them count 8 children and 2 staff which make 10 in total. Staff discuss shape and size with the children during activities. Children have some opportunities to explore and investigate. Staff discuss with them the difference between castor sugar and ordinary sugar during the cooking activity. Children say it is smaller. They are experiencing different tools and techniques, for example, scissors to cut pictures, tweezers to pick up small play people. Children are beginning to explore colour and texture. They join in very well with their favourite songs and enjoy their role play. They use their senses, for example, they smell the biscuits cooking in the oven.

Staff plan the basic play provision and the focussed activities to ensure that all six areas of learning are covered. They observe children regularly and examples of their work and photographs are used to help record their achievements.

Helping children make a positive contribution

The provision is good.

Children develop their self-esteem and confidence because the staff give them regular praise, for example, for their 'brilliant' singing, for knowing the name of the fruit in the shop, for completing the puzzle. Staff liaise well with parents to ensure that children's records contain sufficient information to enable appropriate care to be given. They complete an initial child profile to gain details of the things the children like to do. Children with additional needs are welcomed into the setting and given appropriate support to promote their welfare and development.

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 children is fostered. They play together cooperatively and share the play equipment. They have planned opportunities to learn about themselves and the local community, for example, they draw pictures of places in the town and make visits to the school. Visitors, such as the librarian and police, come into the group to talk to the children about their work.

Children behave well as they learn to consider others and right from wrong. When a member of staff leaves early the children say, 'goodbye' 'will miss you'. They benefit from staff adopting a consistent and positive approach to the management of their behaviour. Staff act as good role models. They are polite, kind and supportive of each other.

Children's well-being is promoted by the positive relationships which have developed between staff and their parents. Children are left and collected from inside the hall which provides regular opportunities for a two-way flow of information and knowledge. Parents gain details about the provision, activities and childcare practices by reading notice boards and posters. They receive sufficient information about the procedures for making complaints and the process for resolving them. They are involved in the running of the group. They serve on a management committee and sometimes help at sessions.

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

the early learning goals through newsletters. However, limited details are given in the group's prospectus and displays of children's work to help them to carry on their child's learning at home. There is currently no system in place for parents to contribute to their child's assessment process. Consequently, they do not always feel well informed about their child's achievements and progress.

Organisation

The organisation is satisfactory.

The organisation of the nursery school promotes the welfare and development of all children and the operational plan shows how the space and resources are used to meet their needs. They follow appropriate recruitment and vetting procedures to ensure that staff are suitable to provide care for children. There are satisfactory arrangements to make sure children are not left alone with anyone who has not been vetted. The staff team are well-qualified and take part in annual appraisal sessions to identify their training and development needs.

Management and staff keep appropriate documentation which is required for the safe running of the group. Records are stored confidentially. An accurate registration system ensures children are kept safe. Policies and procedures are reviewed regularly and are readily available to parents and staff.

The leadership and management is good. The staff team are aware of their roles and responsibilities in developing children's learning. They meet together regularly to plan and work well together to help all children make progress towards the early learning goals. The committee have a clear vision of how they want the setting to run and are keen to follow government initiatives to help all children to achieve their full potential. There is a self-review system in operation to monitor and evaluate all aspects of the provision. The group uses this information to make improvements and areas for improvement are identified and acted on. Overall children's needs are met.

Improvements since the last inspection

At the last inspection, the group agreed to develop their policies and procedures to make sure they reflected their current practice and introduce an effective key worker system. A satisfactory operational plan is now in place which includes the group's updated policies and procedures to maintain consistency and show how the resources are used to meet the needs of the children attending. They are still developing their key worker system to provide each child with a key person who coordinates information about their individual needs and progress and shares this with parents.

The improvements identified from the last nursery education inspection were to develop planning and assessments and provide further opportunities in everyday situations to promote children's mathematical development and mark making. The group needs to continue to make improvements in their planning and assessments but there is now a system in place to identify the next steps in children's learning and link these to the planning of activities. Children are now provided with sufficient opportunities to develop their skills in number and writing.

Complaints since the last inspection

Since 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.

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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):

- introduce an effective key worker system to coordinate information, planning and record keeping, for individual children on a daily basis and to aid communication with parents
- provide children with further access to fresh drinking water at all times.

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 routine of the sessions to enable children to initiate their own activities, tackle problems and to operate independently
- provide parents with further information about the early learning goals and regular opportunities to contribute to their child's record of achievement.

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