

# Old School Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	119251
<b>Inspection date</b>	27 April 2007
<b>Inspector</b>	Susan Elizabeth Tovey
<b>Setting Address</b>	Fernbank Road, NORTH ASCOT, Berkshire, SL5 8LA
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<b>Registered person</b>	Old School Day Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Old School Nursery and Out of School Club is privately owned, opened in 1989 and was first registered in 1991. It operates from part of a converted Victorian school building in North Ascot. A maximum of 64 children may attend the setting at any one time. The nursery is open each week day from 08-00 to 18-00 for 51 weeks of the year. With the out of school club from 15-00 to 18-00 in term time and 08-00 to 18-00 in the holidays. All children share access to a secure enclosed outdoor play area.

There are currently 58 children aged two years to under five years on roll in the nursery. Of these 35 children receive funding for nursery education. Children attend a variety of sessions and come from a wide catchment area. The setting supports children with learning difficulties and disabilities and who speak English as an additional language.

The nursery and club employ 12 staff. Of these 10 including the manager hold appropriate early years qualifications with two members of staff working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children learn good hygiene practices as part of their daily routine. Most children are independent in their self-help skills, whilst staff provide appropriate levels of support for younger children as they are developing ability to do this. Children wash their hands at appropriate times and understand the reasons for doing so. Many children put on aprons for messy play and outdoor clothes, often persevering to do this independently. There are suitable procedures in place to ensure good standards of cleanliness and to promote good hygiene throughout the nursery and thus minimise risk to children. All staff have relevant first aid training and the children are well cared for, due to efficient procedures in place for first aid, accidents and medication, all of which are shared with the parents.

The children all have good appetites and enjoy a variety of healthy, nutritious vegetarian meals that are freshly prepared by the nursery cook. For example, cheese and broccoli Wellington with sweetcorn, peas and potatoes with fresh fruit to follow. Children's individual dietary needs are clearly known and followed by all the staff. Mealtimes are a very social time with the whole nursery coming together to eat. This gives siblings a chance to spend quality time together and the older children act as positive role-models with regard to their table manners. The staff encourage the children to engage in conversation with their peers; as a result the children are increasing their social skills. Children are developing their independence skills as they help themselves to a biscuit at snack time and pour their own drinks. Although, they do not always have access to fresh drinking water.

Children are developing a positive attitude to exercise, which is enjoyed on a daily basis. Children show great delight and excitement when playing outside in the fresh air. They have fun running around freely in the playground, they play football with their friends, go swimming, digging and climbing and pedalling their bikes with great confidence around the playground. They have opportunities to practise their physical skills on the climbing frame and apparatus, in the adjacent park, developing co-ordination when balancing, climbing and jumping. Children use a range of equipment and practical life exercises, to develop competent small motor control. They pour small quantities of water accurately, clear up any spills and use appropriate tools with the play dough and creative activities, such as painting and sticking.

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

The provision is good.

Children benefit from the welcoming surrounding as staff greet them and their parents warmly; this ensures they feel secure and content. Space is well organised and used effectively to allow children opportunities to be active, engage in table top and floor activities. They enjoy opportunities to relax and share books in a very comfortable environment with child size seating and cushions.

They have access to a wide range of good quality toys and equipment, which are appropriate for their age and development. Toys are set up, inviting and enticing children to play. These are easily accessible which encourages children to make their own choices and develop their independence as they choose and move freely between activities. All the furniture and play equipment is clean and in good condition to ensure children are not harmed.

Children receive good levels of supervision as correct ratios are maintained at all times. However, the record of staff present in the building at any one time is not always clear. Which could compromise safety. Children relax and play happily in an environment where staff have an excellent awareness of security. Staff are alert to potential hazards and risks are minimized. They conduct regular checks to ensure that the children can enjoy an environment and equipment that is well maintained. Children are learning to keep themselves safe too. They tuck chairs in after them so no trip hazards occur and take part in regular recorded fire drills.

Children's welfare in the nursery and club is safeguarded by staff who are vetted and have a clear understanding of their role with regard to child protection issues. Implementation of effective systems, such as the collection of children and recording of visitors, formal and informal risk assessments, contribute to ensuring children's safety.

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

The provision is outstanding.

Children have enormous fun and they play enthusiastically with an excellent range of activities and resources, which promote all areas of their learning. The children make excellent progress as the staff recognise the uniqueness of each child. Close and caring relationships increase children's sense of trust and help them develop a strong sense of self.

Children begin to make sense of the world and express their ideas as they are involved in a diverse range of exploratory and sensory experiences, for example, making giant structures using spaghetti and marshmallows. Also, watching ice cubes and their snowmen melt in the sunshine, and going for 'bug hunts' on the way to the duck pond.

Children enjoy the balance of activities available to them which helps them progress in all areas of development and they spend their time purposefully. For example, they paint, use their imagination as they play in the hospital, log cabin role play areas, with small world resources and sit sensibly together as they listen to stories. Staff work together to adapt activities within the projects to give all children opportunities to develop their skills. Planned documents show how project activities are successfully linked to the Foundation Stage curriculum and the Birth to three matters framework.

### **Nursery Education**

The quality of teaching and learning is outstanding. Children relish their time at nursery and play a dynamic role in their learning. They make rapid strides in their development because staff have an excellent understanding of how children learn most effectively. Children develop excellent levels of independence, for example, they select their named wooden spoon, serve themselves at snack time and tidy away resources and activities at meal times. Children confidently make their own choices within the environment extending their individual ideas through play. As a result, children are highly motivated, which boosts their learning enabling them to achieve their full potential.

Children's reading and writing skills are exceptionally well developed. They use an excellent range of rich vocabulary to explain how they made the fur fabric buffaloes, displayed on the wall and why some have horns and scary faces. Children confidently join in discussions about the photographs and art work displayed linked to their project on North America; which includes the animals, cultures and how native Americans lived a long time ago. They listen to each other's ideas making suggestions as to how they can repair the log cabin as some of the logs are missing.

Children show exceptional skills as they freely access and use the extensive range of tools and materials across the various activities based on the topic work. They carefully weigh ingredients, add milk to the mixture when cooking, confidently use scissors, glue sticks and tape to express their own ideas through creativity. Children solve their own problems, for example, they work out how much tape, they will need to use to fix their bracelets together or the tails on their dragons.

Staff have an expert knowledge and understanding of the Foundation Stage curriculum and use an excellent range of questioning techniques and inspirational teaching methods to extend children's learning. They make exceptional use of routines, group times and incidental opportunities to encourage children to think through their own ideas and solve their own problems. Children's curiosity and investigative skills are greatly enhanced as they explore the foliage and bugs through magnifying glasses in the woodland on the way to the duck pond. They show great excitement and confidently talk about what they saw and found there. Children show real enthusiasm and use excellent mathematical language to describe and compare the shapes and patterns in their project. For example, the rectangle shape of the logs on the cabin, the triangle shape of the teepees and the height of the Totem Pole they visit.

Children's imagination is exceptionally well explored. They independently select an extensive range of media and materials, including sand, water and paint to freely explore creativity and express their own ideas. Children respond and explore sound and rhythm as they examine an extensive range of musical instruments.

Assessment is rigorous and children's achievements are exceptionally well recorded. Staff use this information and their knowledge of children's individual interests to plan a starting point for activities. Children follow their own interests and staff build on this, allowing each child to take the lead role in their learning. Teaching is consistently inspiring and challenging for all children and staff ensure children are continually making progress, thriving and responding to challenges in an exciting and vibrant learning environment.

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

The provision is outstanding.

All children within the setting are valued as individuals and have excellent relationships with staff and one another. Children enjoy the genuine interest taken in them by staff. They have excellent self-esteem as a result of the praise and encouragement they receive from staff who value all children's efforts. Children show a very good understanding of the needs of others and show care and consideration to others during the day. They share resources and are patient, for example, as they wait their turn at snack-time. Children's spiritual, moral, social and cultural development is fostered. They are very happy and relaxed within the nursery and club where children have positive relationships with one another. They feel good about themselves and staff sensitively support children to help them progress. Children celebrate each other's achievements and clap to applaud the efforts of other children. They develop an understanding of diversity through play with a variety of multicultural resources and planned project work. Staff have experience of supporting children with learning difficulties and/or disabilities and work in close partnership with parents and outside agencies to meet individual needs.

Children's behaviour is excellent; they know what is expected of them and are clear about what is right and wrong. They listen to staff and respond positively to requests. They sit quietly at circle time, line up sensibly when getting ready to go out and come in. They have an excellent understanding of the boundaries and behaviour expectations of the nursery and share and take

turns very well. They are very polite to one another, through the excellent role models provided by the staff, who encourage the children to say "please" and "thank-you".

The partnership with parents and carers is outstanding and contributes significantly to children's well-being in the nursery and club. Children benefit enormously from the friendly interaction between staff and parents, which is enhanced by the key worker system. Parents' views about their child's needs and interests are actively sought before the child starts at the group. Parents are kept well informed about how their child is progressing and developing through verbal exchanges, an open door policy and parents evening. They receive regular, detailed information about the nursery and they support their child's learning, for example, by contributing resources relevant to current projects and attending end of project plays. All policies and procedures are shared with the parents, who are able to share their views about the nursery through questionnaires and discussion with the staff. Parents are extremely positive in their praise of both the nursery and out of school club and feel well informed about their children progress.

### **Organisation**

The organisation is good.

Children are comfortable and at ease, both within the nursery and club environment. Also with the adults who care for them. There are effective recruitment, vetting, induction and appraisal systems in place. This ensures children are cared for by adults who are vetted and who have relevant experience, knowledge, and skills. Staff are aware of their roles and responsibilities and they work together well as a team. There is a very positive attitude towards on-going training and professional development.

Excellent teamwork contributes to children having fun, positive, play and learning experiences at the nursery. Staff are aware of their roles and responsibilities and work cohesively together to ensure the nursery and club run smoothly. They are vigilant to children's needs and ensure children are well supervised and ratios met. Staff are efficient, professional and organise a stimulating environment in which children focus well on learning through well supported, purposeful play. They have a good understanding of how children learn and update their skills by regularly attending external training. Policies and procedures work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Most documentation to support these areas are well maintained, although the method of recording the number of staff present in the building at any one time is not clear.

The leadership and management of the nursery education is outstanding. The provider and manager have a very clear knowledge of the strengths within the provision and actively evaluates continually to identify areas in which further development could be made. Assessments and monitoring of the teaching and curriculum contribute to this. The settings development plan shows where and how further developments are to be made and excellent systems are in place. These monitor and evaluate the impact of any changes in order to ensure maximum benefits to children are received. The setting meets the needs of the range of children for whom it provides. Regular meetings and rigorous monitoring of children's achievements help ensure all children are continually making rapid progress, thriving and responding to challenges and playing a dynamic role in their learning.

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

At the last care inspection, the setting was asked to ensure that records relating to day care activities are kept and are available for inspection and to put in place a system to ensure that

relevant checks are completed for all staff. They were also asked to ensure that parental signatures are gained on all accident and incident records and to include the way to manage an allegation against a member of staff in the child protection policy.

All records have been updated and are available for inspection and a system to ensure that checks are completed on all staff is in place. The accident and incident record is now signed by the parents and the child protection policy includes the procedure to follow in the event of an allegation being made against a member of staff. These improvements enhance the service to children, parents and staff.

The setting was also asked to ensure that children have an appropriate range of activities and resources that promote a positive image of disability. A selection of resources and activities that promote a positive image of disability have been obtained. This supports children's understanding of the lives of others in the community.

At the last education inspection, the setting was asked to improve the system for evaluating activities and to record children's individual assessments to inform future planning and what children have to do next. They were also asked to provide opportunities for children to explore and develop simple calculation skills, to have regular access to technology and to ensure planned art and craft activities are not too prescriptive and allow children to express themselves freely.

The system for evaluating activities and children's individual assessment records have been reviewed and planning updated to reflect what children have to do next. The opportunities for children to explore and develop their calculation skills has been increased within the project work. Children have regular access to technology equipment and this is noted in the planning. As well as the art and craft activities linked to the current project, children can now freely access a wide range of art and craft materials at the art trolley. These improvements have greatly enhanced and extended learning opportunities for children.

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

Since the last inspection one complaint has been made to Ofsted which led to Actions being required. On the 5th January 2007 concerns were raised about a specific incident relating to arrangements when children are unwell. These concerns related to National Standards 7: Health. Ofsted conducted an unannounced visit to the premises on 26th January 2007. As a result Actions were set relating to these arrangements under Standards 7 and 2. Observations by the Inspectors also led to Actions being set under Standard 2 to ensure accuracy of attendance records and Standard 12 to update the Nursery's complaints procedure. The Nursery responded to these Actions and Ofsted was satisfied that National Standards were met.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

## 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 fresh drinking water is available at all times.
- ensure an accurate record of the number of staff present in the building, is easily accessible in case of emergency.

### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)