



## Woldingham Village Nursery Class

Inspection report for early years provision

<b>Unique Reference Number</b>	122424
<b>Inspection date</b>	06 December 2006
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 good.

### WHAT SORT OF SETTING IS IT?

Woldingham Village Nursery Class is privately owned and has been registered under the current individual provider since 2001. It operates from two rooms within Woldingham Village Hall and serves the local area. The nursery class is open from 09:15 to 14:45 on Monday and Wednesday, from 09:15 to 13:00 on Tuesday and Thursday, and from 09:15 to 12:00 on Friday, during term-time only.

The setting is registered to care for 36 children aged from two years to under five years old, and there are currently 32 children on roll. Of these, 14 children receive funding for nursery education. Children attend for a variety of sessions.

There are nine staff who work at the nursery. Of these, three have relevant childcare qualifications and two are currently working towards a qualification. The setting receives support from the local authority through the Early Years Children's Service.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are encouraged to develop healthy eating habits when they choose slices of apple, carrot sticks or grapes at snack time and enjoy water or milk to drink. They begin to learn about simple good hygiene practices when they line up to wash their hands before they eat and after they use the toilet. Staff follow procedures such as cleaning tables before snack time and when children have lunch. This helps reduce the risk of cross-contamination. Children are taken good care of if they have an accident or are unwell because all staff have completed first aid training and can respond appropriately to minor injuries. Systems are in place to record any accidents so that parents are kept well informed. However, parents have not been asked to give their written consent for staff to seek medical advice or treatment for their child in an emergency. This means parents' wishes regarding this issue are unknown.

Children benefit from daily opportunities to play outside in the fresh air and take part in physical play, which contributes to a healthy lifestyle. They run around the playground energetically, skilfully peddling bikes and successfully manoeuvring around obstacles in their path, riding on the seesaw, and kicking balls. Staff plan activities to further challenge older children, such as regular visits to local parks to use large climbing equipment, setting up an obstacle course in the playground, or a dance or gymnastics session in the hall.

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

The provision is good.

Children are cared for in a suitably maintained environment where staff take effective steps to identify and reduce potential hazards. They make regular checks of the building and use a daily health and safety checklist to ensure all necessary precautions are in place. Children have access to an appropriate variety of resources that are suitable for their age and stage of development. Staff check toys and play materials regularly for wear and tear and there are systems in place for washing equipment to make sure it is kept clean and in good condition. This all helps minimise children's risk of accidental injury and ensures they can play safely. Staff place a strong emphasis on supervising children at all times and have a very clear understanding of their responsibilities in this area. Children begin to learn to keep themselves safe when they are reminded why they mustn't run indoors or why the toys need to be picked up from the floor.

Children's welfare is safeguarded because staff understand their role in child protection. They have completed child protection training and are familiar with the setting's policies and procedures in this area. This means they know what steps to take and can act appropriately if they are worried about a child.

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

The provision is good.

Children come in to the setting confidently and settle quickly to activities. They make good relationships with each other, showing concern for one another and keen to save a place at the table for their friend. Staff know children well and respond to them warmly, creating a caring environment where attention is paid to children's individual needs. The daily routine allows time for active and quiet times, indoor and outdoor play, and large and small group activities. Children take part in activities eagerly, ready to share their ideas and experiences. Staff working with children under three years old effectively use the Birth to three matters framework to record children's achievements and to identify the next stage for their development.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a secure understanding of the expectations for children's learning in the Foundation Stage. They make effective use of information gained from parents and their own observations and assessments, to build on what children already know and can do through planned focus activities and individual sessions. This helps children make good progress towards the early learning goals in relation to their starting points and capabilities.

Staff plan a wide range of activities and experiences for children that cover all areas of learning. Daily focus activities are well thought out and include clear learning intentions that are appropriately adapted according to children's age and needs. Other activities are planned on a day by day basis around children's interests and needs. Staff are generally skilled at spontaneously making use of opportunities for learning that arise as children play, but written plans do not specify the learning intentions for all activities, which means that they are not always fully extended or developed.

Staff make good use of opportunities to encourage children to solve simple problems during everyday activities and routines. Children are keen to demonstrate their number knowledge when they count how many children are here today, and then work out how many children and teachers there are altogether. They recognise shapes and use them purposefully to create a picture. Children's early literacy skills are supported when they listen attentively to stories and identify the words in the book that rhyme. They use their developing understanding of the sounds that letters make to write their name or label their drawing, but are not always encouraged to use these skills for a variety of purposes as they play.

Children learn about the natural world when they take part in a mini-beast safari or a nature trail, and examine things around them using microscopes or magnifying glasses. They build and design using scissors, glue and recycled materials, or construct a tower that is as tall as a member of staff. Children use their imagination to make-believe that they are going shopping or visiting the doctor and enjoy it when staff join in and make the activity fun. They are eager to take part in adult-led art and craft projects, and enjoy decorating a gift or sharing in the creation of a wall display. However, there are fewer opportunities for children to initiate their own projects and independently select creative materials to develop their individual ideas in art and design.

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

The provision is satisfactory.

All children are welcomed into the setting and valued as individuals. Staff make good use of information gathered from parents before children start to ensure that appropriate care is provided and all children can be included in activities. Children benefit from some activities and resources that help them value diversity, for instance when they taste Chinese food to celebrate the Chinese New Year, make lanterns for Diwali, and play with toys or look at books that reflect positive images of the wider community. Children's spiritual, moral, social and cultural development is fostered.

Children feel a sense of belonging when they find their peg to put away their belongings and follow the familiar nursery routines. Staff are calm and experienced and set clear boundaries and expectations for children, reminding them to share and take turns, and making sure they offer lots of praise when children do well. This helps children learn to work harmoniously together. Children grow in confidence and develop independence skills as they get themselves a tissue when they need to wipe their nose or manage on their own when they go to the toilet. However, there are fewer opportunities for children to show their independence by being responsible for selecting their own resources and materials as they play.

The partnership with parents of children receiving nursery education is good. Children have their individual needs met by staff who work in close partnership with parents and carers. Parents receive comprehensive information about the setting's policies, procedures and activities through the prospectus, notice boards and regular letters, and most agreements between the setting and parents about the care of the children are clear. In addition, staff spend time talking to parents every day to ensure up to date information is exchanged and children experience consistent care. There are regular opportunities for parents to meet with staff to discuss their child's progress. Parents are kept up to date with their child's achievements and the plans for their next steps, and staff value their feedback about children's experiences at home. This helps ensure parents are effectively involved in their child's learning.

## **Organisation**

The organisation is satisfactory.

Children benefit from being cared for by a consistent staff team who have been appropriately vetted and are working towards meeting qualification requirements. Staff work well together as a close-knit team and have clear roles and responsibilities. All the required policies and procedures are in place and effective induction systems and good day to day communication ensures that they work well in practice, although some consents from parents have been overlooked. Space and resources in the setting are generally well organised, although play materials are not always set out in a way that encourages children to initiate their own learning experiences.

The leadership and management of the nursery education provision is good. There is a strong commitment to continual development and improvement, and good support for staff to develop their skills and knowledge. The manager has introduced new systems for monitoring children's progress and further developments are underway. This ensures that the leadership and

management of the nursery education contributes to children's progress towards the early learning goals. The setting meets the needs of the range of children for whom it provides.

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

Since the last care inspection the setting has reviewed procedures for hand washing and children now use liquid soap to wash their hands and paper towels to dry them before they eat and after using the toilet. This helps prevent the spread of infection.

At the last inspection of the nursery education provision the setting were asked to improve the link between observations of children's achievements and the next stage of their learning. Staff now use their observations to identify individual next steps for children, which are regularly reviewed. This helps ensure children's on-going progress towards the early learning goals is monitored.

The setting was also asked to improve children's awareness of foods that are good for them and help them stay healthy. In response to this recommendation, the setting have reorganised snack time to ensure children have healthy options such as fruit and raw vegetables to choose from, and introduced topics and discussion on this subject.

Finally, the setting were asked to extend the programme for knowledge and understanding of the world by increasing opportunities to design and build, and to use programmable toys. Staff now ensure children have regular opportunities to use recycled materials to design and build their own models, and can access resources such as electronic toys that help develop their understanding of everyday technology.

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

Since the last inspection 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 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 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):

- request written consent from parents to seek emergency medical advice or treatment for their child

### **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):

- improve the organisation of resources so that children have more opportunities to freely and independently access materials to express their own ideas in art and design, and to write and make marks for a variety of purposes during their play
- ensure staff have considered learning intentions for the full range of activities provided, so that they are fully developed and extended

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)