



Evesham Nursery School

Inspection report for early years provision

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| Unique Reference Number | EY317978 |
| Inspection date | 09 November 2006 |
| Inspector | Sally Wride |
| Setting Address | Four Pools Road, Evesham, Worcestershire, WR11 1DG |
| Telephone number | |
| E-mail | |
| Registered person | Evesham Nursery 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Evesham Nursery School registered for day care in 2006. Wraparound care is provided in the purpose built nursery building, which is located on the south side of Evesham. There is a fully enclosed outside play area. The setting serves the local area and has strong links with many schools in Evesham.

A maximum of 12 children from two to under eight years old may attend the setting at any one time. There are currently 13 children from three to eight years old on roll. Children attend for a variety of sessions. The setting currently supports children with learning difficulties and/or disabilities, and has procedures in place to support children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 07:55 to 08:55 for children attending the nursery or nearby St Richards First School and from 12:30 to 17:00

for children attending the nursery only. The after nursery session includes a lunch club from 11:30 until 12:30.

The nursery employs six members of staff who work directly with the children in wraparound care. Other staff within the setting may also be involved in the children's care. There are five members of staff trained to or working towards National Vocational Qualification level 3. The setting receives support from a mentor teacher from the Local Authority and benefit from the experience and skills of three qualified teachers working on site.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are cared for in an environment that is warm, welcoming, clean and well maintained. The premises and equipment are maintained to an excellent standard of cleanliness and all children enjoy helping with appropriate tasks to keep the room and equipment tidy. Children's health is well protected through well planned daily routines and learning from example. They are well supported in learning to manage their own personal care as they wash their hands before meals, after toileting and outside play. The vast majority of children are able to explain that they wash their hands to keep them clean. Children confidently and independently manage their own self care skills well. They benefit from posters displayed in bathroom areas that depict the process of healthy and hygienic toileting and hand washing routines.

The children enjoy excellent opportunities to experience physical activity and develop their skills. Their physical development is encouraged and promoted through frequent physical play, both indoors and outside in the fresh air. They relish their time outdoors and enjoy exploring a range of natural materials such as bricks, wood and ropes to create their own 'forest school' in their outdoor environment. They follow trails and manoeuvre themselves well through the wooden maze. They enjoy planting seeds and growing their own fruit and vegetables that they then enjoy tasting at snack and meal times. They construct with a range of natural materials and enjoy threading conkers and acorns that are then displayed for their enjoyment. They explore with ribbons and see if they can influence the ribbons movement through the ways and speed that they move. They are practising and developing their physical control on climbing frames, bikes and have fun on the slide. They eagerly involve their peers as they run up and down mounds of grassed earth. They explore the outdoor role play room, laid out as an airport. They pretend they are going on a journey and use well resourced props in their imaginative play. Children's fine motor development is developed and encouraged through mark making and colouring, play dough and tools, jigsaws and construction. They actively involve themselves in fun action rhymes indoors, singing along with staff and acting out the intended movements.

Children are well nourished and suitably hydrated. Those attending the 'early birds' before school session enjoy healthy option breakfasts, such as toast, cereals, dried and fresh fruit. Children are excited as they help with the preparation of their own meals. They use appropriate tools to spread the toppings on their toast and pour their own cereals. They animatedly converse with staff about what they are doing and their favourite foods. They work with the staff to monitor the quantities of foods available and help to write shopping lists. They make choices

about what they would like to eat and understand the benefits of eating a healthy diet. They are able to explain that eating well will help to keep them healthy and help them grow big and strong. All children benefit from an environment enriched with posters and information that identify healthy food choices.

Children attending the 'lunch bunch' lunch club session enjoy a wide range of freshly prepared meals that are made with fresh and organic produce. No salt and sugar is added to foods during the cooking process and there are plenty of fresh fruit and vegetables included in the menus. The children sit together around the dining table and a lovely sociable atmosphere is created because the children and staff enjoy excellent conversations. Children explain 'we have fun at lunch club' and 'I love lunch club'. They talk about the foods that they like to eat best whilst at the setting and also whilst at home. Their independence is fostered exceptionally well as they confidently pour themselves a drink, help to lay the table and help themselves to second servings of their meal. They talk about the foods that they are eating and why they are good for their bodies. Staff introduce new foods to the children and encourage them to taste and try. Children explore fresh fruits. They use their senses to explore how the grapefruit feels and how the skin smells. They talk about the taste and textures and the pips that they might find inside.

Children attending 'sparkles' afternoon session are confident to ask for a drink when they are feeling thirsty after outside play, for example, one child said 'excuse me, can I have drink please'. Children are then able to self select from milk, water and fruit juice and independently pour themselves a drink. Children are able to explain and talk about the drink that they have selected. One child enjoying a drink of apple juice explained 'it will help me grow big and strong now that it is in my tummy'. They help themselves to fresh fruit throughout the session in the self service snack area and later enjoy a meal at tea time, which they have often helped to prepare and cook. Children with food allergies or requiring special diets are well catered for. A range of activities are also provided to promote children's understanding of healthy eating, for example, planting and growing their own vegetables in the garden and enjoying eating them for lunch. Parents are well informed about the quantity and types of food that their child has enjoyed whilst at the setting and their views and wishes are sought with regard to the foods offered to children. Menus are displayed for their attention.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Areas used by the children are very thoughtfully laid out. Indoor and outdoor space is organised effectively, creating a child-friendly environment which enables children to explore and take risks while being appropriately supervised. Children can move freely and are protected from harm. There is a high ratio of staff to children present. Staff are appropriately deployed, ensuring children are always well supervised. The environment is welcoming and child centred because their art work is widely displayed around the setting and they have free and easy access to a vast range of good quality toys and equipment.

Positive steps are taken to safeguard the children whilst they are at the setting. Detailed written risk assessments have been developed and are regularly reviewed and updated. Daily visual checks of equipment, the indoor and outdoor areas ensure that children are protected from

harm. Security procedures are clear and effective. External doors are secure and staff are proactive in checking the identification of any visitors on site. There are effective procedures in place for the safe arrival and collection of children, which includes the use of a password system.

Children's welfare is promoted and safeguarded as all staff have a thorough understanding of their responsibility in relation to child protection. Staff have a strong knowledge of the known indicators of child abuse and the action that they should take in the event of a concern about a child in their care. The child protection policy and procedure is readily available for parents, which ensures that they are aware of the procedures that the staff would follow in the event of a concern about a child in their care.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are confident and are happy and secure in the care of trusted staff. They have great fun and relish their time at the setting, making independent decisions about how they would like to spend their time. They are forming positive relationships with their peers, playing cooperatively and involving each other in their play. They have excellent relationships with the staff, who help them to develop their confidence through sensitive interactions and warm praise and encouragement. They access meaningful and exciting play opportunities that support and develop their physical, social, emotional and intellectual development and are enthusiastic to take part. Staff have high expectations about what each individual child can achieve and support them well to achieve their full potential.

A mother and toddler session runs from the setting on four mornings per week. The staff responsible for the delivery of the session have an excellent knowledge and understanding of the 'Birth to three matters' framework and uses this to plan and provide a range of stimulating and exciting activities for the children. They enjoy sponge painting, foam play and constructing with a range of natural materials. Parents attending the session benefit from written explanations of the learning objectives of all activities provided, which are clearly linked with the four aspects of the framework. They spend time working with their children, as does the member of staff.

Children attending the 'lunch bunch' lunch club session enjoy free play prior to eating their home made meal. They confidently make decisions about how they would like to spend their time, self selecting from a range of resources. Groups of children enjoy sitting together to explore books, either reading quietly to themselves or aloud to their peers. They use a range of natural materials to build and construct. One child was delighted with his tower, explaining 'look at my big tower'. They use wooden resources to construct railway lines and become absorbed in creating long and winding tracks. They enjoy warm praise and encouragement from the staff who develop the children's self-esteem by telling them how well they have done. The children talk excitedly about the activities that they have enjoyed during their morning session at nursery school. One child explained 'I've been making models with the clay. I made an elephant and a caterpillar and it was good'.

Staff work directly with the children, sitting with them on the floor, encouraging conversation and their thinking by asking questions. They implement ideas in to the children's play, such as

helping them to identify which pieces of the jigsaw puzzle may fit. The children play harmoniously together, they work as a group to complete tasks such as completing a large floor puzzle. Children's interests are recognised and developed by staff, for example, one child sat reading a book about a space ship and a member of staff explained that the countdown for launch runs from 10-0. Other children became involved in the story and repeated the countdown with staff, developing their mathematical understanding. Children enjoy the responsibility of helping to tidy away their toys. They are guided well by staff to ensure that they all have a 'job'. They talk confidently about their favourite activities and how they like to spend their time. One child explained that she likes to make fairy worlds with the play dough. Children enjoy recalling and sharing what they have been learning at nursery school. For example, one child spelt out her name aloud and said that she had been writing her name that morning.

Children attending the 'sparkles' afternoon session enjoy a wide variety of well planned activities. The daily routine is applied flexibly to ensure that children are able to follow their own individual interests and allow them plenty of time to complete their chosen activities. The children benefit greatly from staff involvement and interaction in their play. They enjoy using play dough and working with their peers to cut shapes with a variety of tools. Staff encourage conversation and children's thinking, asking them questions about the texture and feel of the dough and what the different tools can be used for. The children are really enthusiastic about outdoor play opportunities. They are able to make choices and decisions about what they would like to do whilst outside. They access areas of their choosing and develop their own games, such as using a variety of materials to create a 'forest school' area. They regularly visit their own and another forest school site and children then use their knowledge to recreate this in their own way, using their imaginations well.

The children benefit from regular cooking sessions. They use laminated recipe cards with both written text and pictures that identify steps that should be followed in the recipe and which cooking implements are needed. They make their own sandwiches, using cutters to make shapes in the bread. This supports children's mathematical knowledge as they cut the bread in to halves and quarters. They learn about sweet and savoury fillings and enjoy tasting them at snack time. They make wraps, crackers, soup and quiches for their tea. The children enjoy using a wide range of story sacks, listening to stories and using props to recreate the stories and develop their ideas through their play. They have daily opportunities to use the computer, using age appropriate programmes and developing their mouse control well. Their independence is fostered as they practise putting on their coats and wellington boots in preparation for outside play.

Helping children make a positive contribution

The provision is outstanding.

Staff are passionate about promoting equality of opportunity and creating an environment where children and families feel welcome and secure. The flexible settling in procedure ensures that children are comfortable and secure in the setting and provides them with time to develop a sense of trust and security with the staff that care for them. As a result, children are very happy and are well settled in their care environment. The children develop an appreciation of diversity in society and the wider world through a wide range of well planned and meaningful activities. They explore cultural festivals through their play, such as Chinese New Year and

Diwali. They have access to a vast range of resources that promote positive images of diversity and enjoy tasting foods from around the world.

Children at the setting are valued and respected. Their individual likes, dislikes, needs and levels of development are well known by the staff and care and learning opportunities are planned and provided accordingly. This ensures that all children are able to develop their full potential, regardless of their starting points. There are excellent procedures in place to identify and support children with learning difficulties or disabilities. Strong partnerships between staff, parents and external agencies effectively promote children's well-being and help each child develop their full potential, in line with their individual needs. Children's behaviour is exemplary due to the staff's consistent and highly skilled approach in promoting positive behaviour. Children are polite and well mannered and considerate to their friends. They are busy and contented, absorbed in their play and in their chosen activity. They eagerly share with their peers and confidently express their wants and needs, negotiating with each other through conversation. Staff are calm and consistent and encourage desirable behaviour through explanation and warm praise and encouragement.

Children are secure as parents are welcome to remain during sessions for as long as necessary in order to settle their child. Staff make parents feel welcome and share a wealth of relevant information items with them. Throughout the setting there are well resourced parents notice boards which are regularly updated. Information provided includes items of news in relation to the setting as well as more general information about childcare, health and education. Parents receive quality and well written information about the settings aims and practice and their children's progress through, for example, a prospectus, regular newsletters, daily diaries, and displays. Very effective methods of daily communication strengthen links between home and the setting and provide children with excellent levels of continuity of care. Parents are encouraged to come into the setting to participate in activities and are invited to regular family workshop sessions that provide parents with information on fun activities and cooking tips, that they can try at home with their child. All of this contributes to children's good health, safety, development and learning.

Organisation

The organisation is outstanding.

The staff at the setting are highly motivated and enthusiastic in their work with children. They are particularly skilled at interacting and involving themselves in the children's play, responding to them and listening to their ideas. They organise the environment, resources and activities flexibly and creatively which enables the children to develop their own ideas and make decisions about how they would like to spend their time. For example, whilst playing outside, a group of children self-resourced long pieces of hose and other natural materials such as stones and wood and used these to develop and create their own 'forest school' area in the wooden maze. This approach supports children's independence exceptionally well as they can freely develop their own ideas and extend their play, based on their own personal interests.

The children benefit significantly from the excellent deployment of staff. They are well supported in their care and also in the learning opportunities and activities provided. Staff to child ratios are well above the required ratio and ensures that children receive excellent levels of adult

attention in their play. Staff are enthusiastic and motivated and demonstrate a clear sense of purpose and direction. They have excellent opportunities to continue to extend their own professional development through regular access to in-house and external training courses.

The managers of the setting regularly monitor the working practice of all staff and are excellent role models. There are clear and robust systems for the recruitment, induction and appraisals of staff. They are proactive in seeking support from external agencies to ensure that individual children are well supported and eagerly involve parents in all aspects of their child's learning and development. All of the required documentation which contributes to the children's health, safety and welfare are in place and there are effective procedures in place to ensure they are regularly reviewed and updated. Well resourced and detailed additional information is also available and clearly shows how the setting is organised. The operational plan and range of policies and procedures work very well in practice and are fully understood by all members of staff. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since 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

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care 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