



# Weston Voluntary Nursery School

Inspection report for early years provision

<b>Unique Reference Number</b>	146800
<b>Inspection date</b>	29 January 2007
<b>Inspector</b>	Susan Parker
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<b>Registered person</b>	Weston Voluntary Nursery School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Weston Voluntary Nursery opened in September 1975. It operates from Weston Nursery Unit situated at the rear of the Weston Primary School building, in Weston village. The nursery unit is a purpose-built building. There is a fully enclosed large play area used for outside activities.

The nursery provides three sessions in a week. It is open on Monday, Wednesday and Friday afternoons; 13:00 to 15:10 during school term times. The nursery has sole use of the premises when sessions are being run. The same premises are occupied by the school nursery on five mornings per week. The Weston Voluntary Nursery serves the local community.

The nursery is registered for 20 children aged from two years to five years. There are currently 12 children on roll and of these, nine receive nursery education funding for three year olds. No four year olds in receipt of nursery education funding currently attend.

Two full time and two part-time staff members work with the children. The nursery receives support from the Early Years Development Team.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a warm, clean and healthy environment where they are learning the importance of good hygiene, personal care, and independence. They are supported by the committed staff who act as good role models. This is clearly demonstrated as staff speak clearly to the children when helping them to wash their hands or prepare for snacks, repeating careful instructions and explaining the importance of good hygiene routines. Children's developing awareness follows naturally as they repeat daily routines. Children's good health is well promoted through positive steps incorporated into daily routine to prevent the spread of infection and to ensure that children are well cared for if they have an accident or are unwell.

Children's dietary needs are met and effectively checked to ensure that children receive healthy and appropriate snacks and refreshments which meet their individual dietary requirements and to promote their understanding of healthy eating.

Children enjoy a wide range of physical activities which contribute to their good health. Each day there are indoor and outdoor physical activities to help them develop control of their bodies, for example, children regularly use toys and equipment in the safe outside play area. This effectively ensures that children can explore the outside area whilst having ample opportunities to increase and develop their physical skills.

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

The provision is outstanding.

Children are learning to keep themselves safe due to clear explanations and safe routines during play indoors and outside. For example, clear reminders are offered when playing on the large equipment outside. Children are encouraged to discuss with the staff the reasons why an action is unsafe. For example why adults do not let the children use sharp knives when cutting apples for snack. They benefit from premises that offer access to play activities and space enabling them to explore freely and learn to avoid accidental injury.

Children's safety is well promoted because the staff take well-planned steps to prevent accidents and to plan for emergencies, for example, through clearly written plans and procedures which put the safety of the children first. Emergency evacuation procedures are practised regularly and children take part in daily routines which effectively promote their understanding of safety awareness.

Children's welfare is protected because the staff have a good understanding of their responsibilities and the written procedures to follow in the event of concern or child protection issue arising. This includes ensuring that parents have good information about child protection issues and understand the setting's responsibility towards children in their care.

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

The provision is good.

Children actively participate in well-planned, purposeful activities and clearly enjoy their time in the nursery. They are making good progress in all aspects of their development and learning because practitioners continue to develop their understanding of good quality childcare practice. Staff provide positive role models for children and give sensitive support to all children. They demonstrate a genuine affection for children, respect children's feelings, value their comments and clearly enjoy their company. Staff are developing their knowledge and understanding of the 'Birth to three matters' framework which is very effective in underpinning the foundations of the educational programme for younger or less able children who attend the provision. Staff endeavour to constantly assess and evaluate their practice of good care and education. However, not all planning ideas have been fully implemented in practice.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a clear understanding of the Foundation Stage and of how children learn through play. The staff meet formally as a team to share and collate ideas linked to their current topic. This forms the base of their long-term objectives. They then break their overarching theme into a weekly plan, formulating a medium-term overview of how they will cover their topic within the six areas of learning. Short-term plans involve daily adult-led activities which are evaluated. Children are effectively assessed, their achievements and goals recorded. However, the written plans and evaluations are currently being updated and evaluated so are not fully effective at this stage.

Children's confidence and self esteem are high, they are able to separate from their main carer with ease. They are attentive and respectful of adults and peers alike. For example, they know to be quiet and listen when someone is talking and to put up their hand if they would like to join in with the discussion. Children enjoy the opportunity to learn through exciting and stimulating experiences. They are gaining a very good awareness of letter sounds through daily use of a phonics scheme. Children handle books very well. They take time to look at the pictorial illustrations before turning the page to continue the story. They are gaining an excellent understanding of how to use books, knowing that the title and author are on the front cover. Children have plentiful opportunities to practise their mark making skills and are beginning to form recognisable letters as they practise writing their names on completed art work.

Children are developing a growing awareness of number. They regularly use numbers and counting during routine events such as during registration, as they confirm how many children and how many adults are present today. Their counting is supported by recognising the numerals, clapping the correct number and using a number line. Children are developing a sense of time and place as they complete the daily calendar. They are developing an awareness of seasons and months as they reflect on the type of weather each day. Children have regular access to a computer and other technological equipment such as calculators. They develop an awareness of the wider world as they celebrate cultural events throughout the year.

Children are extremely competent in their physical skills. They regularly use the excellent outdoor facilities and equipment such as climbing frames. They have daily access to a range of

tools such as pencils and paints to draw, and scissors to cut. Children's imaginations and creativity are encouraged and promoted. They enjoy making individual creations from empty boxes and cartons, coloured paper, paints and a variety of media and materials, in line with the current theme of the week. Photographs are often taken of craft work and wall displays which are used for planning purposes and to use as discussion points with the children.

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

The provision is good.

Children are highly valued as individuals and all children from a variety of different backgrounds are welcomed into the setting. They receive consistent praise and encouragement and learn what is right and wrong. As a result, children behave well; they take turns, show respect and concern for each other and share resources with their friends. They develop positive attitudes to others through stimulating activities and an environment that reflects the lives of those who attend and the wider community. They begin to appreciate the customs and cultures of others through celebrating festivals throughout the calendar year.

Children's spiritual, moral, social and cultural development is fostered.

Staff have an effective system in place for supporting children with learning difficulties and disabilities. Children are assessed and supported by the named Special Educational Needs Co-ordinator, who supports the provision in adhering to current guidance and to recognising and acting on observations where children are not developing or making progress in their learning.

Practitioners are conscientious and welcome parental input. There is a wealth of information which is easily accessible. This includes general care and educational literature. Parents value the openness and honesty of staff. This supports the appropriate sharing of information in sensitive situations. Staff are aware of the legislation regarding the complaints process and have implemented a system to record and manage any concerns raised.

The partnership with parents and carers of funded children is good. Staff encourage parents to actively contribute towards individual assessment records. Children benefit from a two-way sharing of information between parents and practitioners to enhance their learning. This underpins their progress in the setting and consequently their ability to fully contribute to the provision. The nursery staff effectively communicate and fully share literature and information about the educational provision.

### **Organisation**

The organisation is good.

The quality of leadership and management is good. The nursery has strong leadership and a committed staff team who work well together. Staff have a clear understanding of their roles and responsibilities and are aware of the policies and procedures. Staff attend regular staff meetings and there is an effective induction system in place. The nursery is well organised and managed by experienced staff who work hard to ensure that children are well cared for, staffing levels are maintained, all required documentation is in place and training needs are met.

An enthusiastic committed and dedicated committee and staff team provide sound and detailed documentation. Positive working relationships within the provision ensure that children benefit and enjoy their time in this setting. Staff are exceptionally skilled and competent in their childcare practice. They demonstrate a real affinity with children. They use their wealth of experience and their ongoing childcare training to provide a wide range of practical and stimulating learning opportunities. Staff have a working knowledge of the 'Birth to three matters' framework as well as the Foundation Stage curriculum guidance. This ensures that a unified curriculum for all children is in place and effectively supports the learning and development of all children.

Staff have developed their skills through training and through reading and consolidating their knowledge of the Curriculum guidance for the foundation stage. The systems they use to plan and provide good quality learning experiences are currently being adapted to provide a simple and user-friendly system. Staff are committed to the ongoing monitoring and reviewing of their systems to ensure progression, development and enhancement in quality of the curriculum. Staff are highly competent. They are able to draw incidental learning from the daily routine naturally. This supports the balance and coverage across all aspects of the curriculum.

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

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

At the last inspection, staff agreed to ensure that there is a system for registering children and staff attendance on a sessional basis. Records show hours of attendance and that suitable arrangements are in place to cover emergencies and unexpected staff absences. Registers of staff and children attending, as well as any visitors, provide suitable documentation to support that staff ratios are adhered to at all times, therefore, ensuring the safety and welfare of the children is paramount at all times. All staff members hold a current valid first aid certificate this ensures that children can receive first aid treatment at all times should an accident occur.

### **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

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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):

- continue to develop and evaluate the newly devised planning of learning activities and recording of achievements in order to continue to provide good care for the children.

### **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):

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)