



Clanfield Nursery School

Inspection report for early years provision

Unique Reference Number	109851
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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?

Clanfield Nursery School was registered in 2000. The nursery is situated and operates from within the St James Church hall in the village of Clanfield in Hampshire. The nursery is privately owned. The provision is open each weekday morning Monday to Friday from 09:00-11:45 and on a Monday, Wednesday, Thursday and Friday afternoon from 13:00-14:45.

A maximum of 24 children may attend the nursery at anyone time. All children share access to a secure and enclosed outdoor play area.

There are currently 72 children aged from two years to under five years on roll. Of these, 37 children receive funding for early education. Children come from a wide catchment area.

The nursery currently supports one child with learning difficulties and a disability and also supports one child who speaks English as an additional language.

The nursery employs seven members of staff. Of these, all hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from a balanced range of healthy snacks and drinks. For example, portions of fresh fruit, dried fruit, bread sticks and cereals are included on menu plans. This promotes children's health and growth needs. Effective systems are in place to share menu plans with parents and children. For example, daily choices are displayed and children actively choose which option they prefer. Children write their choices down on menu cards and are helped by parents. This promotes effective methods to help children learn about healthy eating choices. Efficient systems are in place ensuring the individual dietary needs of children are identified. Food and drink policies clearly detail and inform parents of how staff manage the eating arrangements for children. For example, dietary needs of children are identified and recorded, all ingredients are checked on purchased foods or foods that are brought into the nursery and regard for special diets are valued. Therefore, this ensures meal time arrangements are managed safely and in line with parents' wishes.

Effective systems in place promote the good health of children. For example, clearly detailed health policies and procedures include information for parents. Possible risks of cross-infection or potential spread of germs are minimised because children are discouraged from attending the nursery if they have infectious or contagious illnesses. In the event that children become unwell in the setting they are cared for sensitively. Parents are contacted and arrangements made to collect children. Children receive reassurance and support from staff in the event that they should have an accident. Details of any accidents are recorded and information is shared with parents. In the event that medical assistance is required from other health professionals, parents are informed and prior parental consent is obtained, ensuring care of children is managed safely and in line with parents' wishes. All staff have a current first aid training certificate, ensuring they are up-to-date and aware of what to do in the event of any accidents occurring. This ensures safe practice and supports the needs of children appropriately. However, information relating to pre-existing injuries are not always completed in full detail and countersigned by staff. This has some impact on the arrangements for the safe management of children's health care and does not always ensure information is countersigned by staff to protect themselves. Efficient procedures are carried out, such as the routine cleaning of all toys, equipment and areas within the nursery. Procedures followed include the use of anti-bacterial spray to clean and wipe table tops. Toys and equipment are washed and sterilised regularly. Therefore, this ensures children are protected from possible risks of cross-infection or potential spread of germs.

Children are learning about routine hygiene procedures. During small group time children are provided with bowls of water and rinse and wash their hands before eating their snacks. Facilities

such as a small step are provided for children to reach the hand basins situated in the toilets and soap and paper towels are easily accessible, helping them to develop their self care skills and independence. Children are gaining an understanding about preventing the spread of possible germs. They use disposable tissues and learn to wipe their noses, helping them to gain an understanding of good hygiene practice. Children are gaining an understanding of how they can take care of their teeth and how to keep safe in the sun. Visits are planned for from the Community Nursery Nurse. Children's learning is supported by age appropriate methods such as props, puppets, stories and discussions. This enables children to gain from exciting opportunities, helping them to develop their knowledge and learning of how to keep healthy.

Children clearly enjoy exciting opportunities for outdoor play. A varied range of activities are provided and planned for, this promotes children's physical development in all areas. For example, children are developing their hand eye co-ordination and gaining an awareness of distances when participating in group activities, such as throwing beanbags into nets. Children are helped by staff to understand the importance of preparing their bodies for exercise. They participate in daily warm up exercises, accompanied by music, and gain from the opportunity to use their bodies in different ways. Children stretch, march, stamp their feet and jump in time to music. They have great fun and enjoy the experience of active play.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy access to warm, welcoming and comfortable surroundings. Areas within the nursery include colourful displays and examples of children's art work. Children's paintings reflect the observations they have made of snowdrops they see in the church garden. The nursery areas are arranged well and include a varied and balanced range of resources for children to choose from independently. Clearly labelled storage systems include pictorial representations, promoting opportunities for children to identify where resources are kept. All resources are of good quality and well maintained, ensuring safe play for children. The range provided is varied and includes a purposeful and fun selection of toys and equipment to support children's learning and development in all areas.

Good and effective systems in place promote the safety of children. Visitors to the setting are required to sign in and detail information about the purpose of their visit, ensuring children are safe and all visits accounted for. Secure systems are followed by staff to supervise the entry and departure of both children and adults, this ensures children are safely cared for. Children also benefit from procedures followed by staff, such as formal risk assessments and the daily checking of areas. As a result, potential risks are minimised and children's safety promoted. Children are gaining an early understanding and awareness of safety. For example, they practice regular fire drills, helping them to learn what to do if needing to evacuate the premises. Children also learn about the importance of safety during play and everyday routines. For example, when playing with the train track children are helped by staff to identify possible dangers. They make sure the train track is not built over walkways, this ensures all children can move about the areas safely. Comprehensive and detailed information is used to underpin the safe management of the nursery. Systems in place support the care needs of children when going out on visits or trips. Written details about how staff will manage the care of children is shared with parents.

Staff know what to do in the event of a child being lost. However, current information detailed focuses on information for staff. As a result, this does not always ensure all information is shared with parents to agree safety arrangements.

Children's welfare is promoted. Staff have an appropriate understanding of how to ensure children are protected and clear information is detailed in child protection procedures to share with parents. This ensures parents are aware and informed of the processes the nursery will take in the event of having any concerns about a child in their care. Current procedures include signs and symptoms of abuse and detail steps the staff follow. This ensures children are protected from harm. However, not all information with regard to allegations includes details about the requirement to notify Ofsted. As a result, this does not always ensure both staff and parents are clearly informed about procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy good levels of care and benefit from the support and guidance they receive at the nursery. Children's emotional well-being is promoted and staff understand the importance of ensuring that children are happy, secure and well cared for. Therefore, this ensures secure foundations are made for each child and promotes positive outcomes for children's care, learning and play. Children enter the nursery happily and benefit greatly from the nurturing and loving care that staff provide. They receive a very warm welcome and are developing close and trusting relationships with staff, helping them to confidently separate from main carers and parents. Younger children enjoy the same types of activities that older children participate in. Children benefit from being in mixed key worker groups and enjoy a stimulating and exciting range of play and activities, helping them to develop their skills in all areas. Staff have a good understanding of child development and differentiate activities. Children enjoy themes and topics linked to stories. For example, children look at large, medium and small sized bowls. They enjoy making pictures and use exciting materials such as porridge oats and have fun sprinkling oats onto their drawings. After small group focused time, children clearly have fun in the home corner. They enjoy imaginary play and have fun handling resources such as cutlery and food. Staff play with children and promote purposeful learning opportunities. They ask open ended questions and are interested in what children say and do. This promotes opportunities for children to develop an early understanding of size and helps them to develop their creative skills and make links with the story of 'Goldilocks and the three bears'. Children enjoy a busy and productive time, freely choosing from a range of activities and play opportunities. They make choices about what they wish to do and are motivated to explore all areas of the nursery.

Nursery education.

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage and plan themes and topics effectively to help children develop their learning in all areas. Staff plan the curriculum well and monitor children's progress and complete assessment records. Observations are regularly undertaken by staff and detailed on child records. However, observations are not always recorded consistently and staff rely on the fact that they know their key worker children well. Some information obtained from observations is recorded on

child records and this enables most staff to identify any gaps for children's learning. However, not all observations undertaken by all staff show what children can do. This means that the starting points for children's learning and the next steps for children's learning are not always identified formally. Activities are planned for initially and staff then link the learning outcomes to the activity. As a result, this does not always clearly identify the intended learning objective for children or clearly show the intended outcomes linked to activities provided.

Staff use time and resources well and set up areas to promote active learning experiences for children. Children benefit from very good levels of interaction from staff, helping them to gain the most from their learning through play. Staff use good questioning techniques and are enthusiastic and interested in what children do and say. Children benefit from time to discuss what they are doing and enjoy conversation with staff, enabling them to develop their communication and language skills. For example, children talk about the scrap yard where the old cars go and find spaces in the garage to line the cars up. Other children make patterns in the playdough using the car tyres and bury the car in the playdough using the rescue truck to pull the car out. Children explain what they are doing and try different types of trucks to pull the car out. Their freedom to experiment through play and at their own pace truly gives children the opportunity to problem solve and find out for themselves. This enables children to gain from play opportunities and promotes their learning and early awareness of space, measure and also develops their creative and imaginative skills. Children choose what they wish to do and have fun on the computer. They learn to operate simple programmes and use the mouse confidently, clicking onto the appropriate images in response to the instructions given. This promotes opportunities for children to develop their fine motor skills and introduces children to an early learning and understanding of how technical and programmable equipment works.

Children clearly enjoy creative play. A varied range of materials and resources are provided for children to choose from, such as paper, paints, different sized paint brushes, paint rollers, sponges, lolly sticks and pencils. They choose and select different coloured paints and learn to squeeze the amount of paint they require from the bottle. Staff support children and assist them when they need help, but are also mindful of the importance of standing back, enabling children to develop their independence. Children have a lovely time. They are engaged, busy and occupied using their own ideas and expressing themselves through creative play. They use paints to make butterfly prints and extend their ideas by using lolly sticks to make marks and patterns in the wet paint. They dip their fingertips into the paint and make fingerprint patterns around the edge of their painting and also use paints to paint their hand and make hand prints on a fresh piece of paper. Children count how many prints they have made and look for space on the paper to see where they can fit another print into. This promotes children's exploratory impulses, encourages their understanding of spatial awareness and enables children to develop and use their own ideas during play.

Helping children make a positive contribution

The provision is outstanding.

Children clearly benefit from an inclusive and non-discriminatory environment. Children's individual needs are promoted exceptionally well because staff obtain purposeful information from parents and detail information on children's individual records. This ensures children's

individual arrangements for care are identified and acknowledged by staff. For example, children's likes, dislikes, family words used, individual dietary requirements, comforters used, personal care arrangements and whether children are right or left handed are recorded. This ensures children receive full support and excellent levels of care. Any specific care needs relating to children are thoroughly discussed with parents at initial visits and continually updated throughout children's time at the nursery. Activities for children are planned for by staff to take into account the individual stages of their development, enabling them to actively take part in all nursery activities. Staff undertake relevant training and are actively committed to supporting the individual needs of children, promoting a happy and secure environment. Admissions for children are planned for and close liaison with parents and other professionals is maintained. This ensures all adults work together in partnership and fully support the individual needs of children. Children are introduced to a balanced range of activities, toys and resources. Resources such as books, jigsaws, role play and creative activities, promote positive learning experiences for children. This helps them to develop an early understanding of different lifestyles, cultures, beliefs and celebrations within society. Therefore, children's social, moral, spiritual and cultural development is fostered.

Children enjoy continuous praise, positive feedback and are frequently congratulated on their achievements. This actively promotes children's confidence, good self-esteem and positive self-image. Children benefit from effective methods used by staff, such as discussion and explanation, helping them to understand the difference between right and wrong. Children are happy and sociable, they enjoy being a special helper and gain from age appropriate methods used by staff to support their behaviour. Staff are mindful of the fact that children also gain from opportunities to settle their own disputes. Children are learning excellent methods of how to negotiate and work through any differences they may have. As a result this helps children to achieve positive outcomes and develop good relationships with each other. Children are helpful and considerate, they are eager to help tidy away toys at the end of play and have regard for nursery rules displayed. They benefit from gentle reminders about nursery rules when necessary, this helps children to gain a clear understanding of boundaries and the behaviour that is expected from them.

Children benefit greatly from the positive partnership that staff promote with parents. Staff use effective methods to support the needs of both parents and children. Initial visits to the nursery are planned for and include sessions for both parents and children to attend, helping them to familiarise themselves with staff and their surroundings. Children are reassured and benefit from short times where they are invited to play independently and away from parents. Children are actively encouraged to wander about the areas, benefiting from opportunities to dip into activities and freely choose which toys they would like to play with, whilst at the same time gaining from the reassurance and knowledge that parents are not too far away. This effectively helps to ease any anxiety children may have about leaving their parents and supports children with transition periods to the nursery. Parents are provided with a range of useful information including information about the nursery prospectus, registration forms, booking arrangements, policies, procedures, regular newsletters and information about activities. This ensures parents are clearly informed and kept up-to-date about the care needs of their child and activities happening within the nursery. Parents also benefit from 'stay and play' afternoons.

This promotes opportunities for parents to be involved in their children's play and gain first hand knowledge of nursery activities provided to support their children.

Partnership with parents of nursery funded education is outstanding. Parents are warmly welcomed by staff and efficient methods used ensure parents receive clear and detailed information about the Foundation Stage curriculum and the different types of learning experiences that children are involved in. Information provided is displayed on the parent notice board and includes weekly plans and examples of activities children are participating in. Parents are actively invited to contribute their own observations and comments to children's individual records. This generates effective opportunities for parents to participate in children's learning and work in partnership with nursery staff to extend children's learning at home. Successful arrangements in place ensure parents can view children's records at anytime, both on an informal basis and during formal parents' meetings. This promotes excellent opportunities for parents to discuss and share information about their child's development and achievements. Therefore, this ensures parents are up-to-date and informed about children's learning and progress within the nursery.

Organisation

The organisation is good.

Staff are qualified and experienced. Systems in place ensure staff are vetted and suitable to work with children. Staff access regular training opportunities and are committed to ongoing training opportunities and their professional development. Staff work well together and enjoy a good working and professional partnership. Ratios are maintained and the deployment of staff effectively supports the needs of all children attending. Required documentation is in place and underpins the running and organisation of the nursery, ensuring children's health, safety and welfare is supported and promoted. However, some information detailed in policies and procedures is missing and does not always ensure all information included is available for staff and parents to refer to. Staff ensure they are up-to-date and aware of any changes that affect their registration, being careful to read and understand the information required to support the organisation and running of the nursery. Effective methods are used to ensure all information required is stored securely, kept confidentially and available to access easily.

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

The leadership and management of the of the nursery is good. The nursery managers have a clear vision and commitment to their role. They work well together and with the staff team to implement and devise a purposeful range of learning activities for children. Staff are actively encouraged to contribute their own ideas to the planning of the curriculum. They work effectively together as a team and meet regularly to discuss the needs of children, monitor their progress and review the methods used for teaching. The managers assess the nursery provision and are introducing peer observations to further identify staff's key strengths and possible areas for development. The managers identify clearly any areas for improvement and are committed to working in partnership with other agencies to develop and promote their practice. They are currently using a self evaluation system, whereupon they are focusing on quality outcomes for children. This ensures children's learning experiences are promoted and outcomes for children are positive.

Improvements since the last inspection

At the last care inspection two recommendations were raised. The first one relates to ensuring a visitors book is in place and maintained. The second one relates to ensuring all existing injuries are recorded and shared with parents.

Improvements have been made and systems in place include the use of a visitors book. Visitors to the setting are required to complete information and record details about the purpose of their visit. This ensures all persons visiting the nursery are accounted for and as a result this promotes a safe and secure environment for children. Systems are also in place to ensure details of pre-existing injuries are recorded. Parents are required to detail information about any injuries or accidents that children experience outside of the nursery. This ensures procedures are followed by staff to protect themselves and the welfare and safety of children is promoted.

At the last nursery education inspection four recommendations were raised. The first one refers to providing more opportunities for three year olds to practise their emergent writing skills.

The second one relates to opportunities for three year olds to begin to understand simple number operation and maximise incidental counting. The third one relates to providing opportunities for the parents to record comments about their children's home learning. The fourth one relates to further developing planning to include clearly written details of learning intentions.

Improvements have been made and opportunities are provided to help and promote opportunities for three year old children to practise their emergent writing skills. For example, regular opportunities provided in the home corner include the use of pens and paper for children to make marks on paper and develop their writing skills, such as writing shopping lists, writing food orders and writing in diaries during play. Children also benefit from opportunities to practise their writing skills when choosing their daily snack from the menu. Children write their preference on the menu plan and share information with staff. They also benefit from opportunities to write their names on pieces of art work and have fun using different types of pens to write and draw on wipe boards during focused activities within their key worker groups.

Children benefit from opportunities to develop their learning of simple number operation. They count how many children are present during registration time and also count how many children are present during their key worker groups. At snack time children count how many cups they need for each table and benefit from opportunities during activities, such as physical play outside, to count how many beanbags each team has during games.

Systems in place have been successfully developed to include active opportunities for parents to contribute their own comments about their children's learning at home. Information provided for parents enables them to detail what children can already do. This is continually updated and is further extended for parents to add their own observations and comments to children's individual assessment records on a regular basis. This ensures parents' contributions are valued and used by staff to support processes in place.

Current systems in place for planning are being developed and areas for improvement have been highlighted by staff, however not all issues have been addressed.

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 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):

- ensure information recorded in the pre-existing injury record includes full details and is countersigned by staff.
- ensure procedures include a policy for a lost child to share with parents.
- ensure child protection procedures include details about the regulator in the event that any allegations are made against staff.

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):

- further develop systems for planning to clearly identify the learning intentions for children and develop the effective use of observations to establish where children's starting points for learning are and to identify the next steps for children's learning.

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