

# Weydown Nursery School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY267012
<b>Inspection date</b>	15 March 2007
<b>Inspector</b>	Heidi Wilton
<b>Setting Address</b>	Our Lady of Lourdes Church Hall, Weydown Road, Haslemere, Surrey, GU27 1BS
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<b>Registered person</b>	Clare Louise Hitchmough
<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?

Weydown Nursery School has been under the current ownership since 2003. It operates from two rooms situated in Our Lady of Lourdes Church Hall in Haslemere. A maximum of 26 children may attend the provision at any one time. The setting is open five days a week during school term times. Sessions are held from 09:15 until 12:00, Monday to Friday. These extend to 15:15 hours on Monday, Tuesday and Thursday for children in their final year.

The nursery currently has 38 children on roll. Of these 27 children receive funding for nursery education. The provision takes children from the local community. Currently the setting supports children who have special needs but no children who speak English as an additional language.

There are seven members of staff who work with the children, all have experience and most are qualified in relevant early years qualifications. The setting receives support from the Surrey Early Years Development and Childcare Partnership, and the Pre-School Learning Alliance.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's self care is promoted as children are encouraged to wash and dry their hands at appropriate times during the session. They independently put on their own aprons and assist each other when needed. Staff act as good role models as they follow effective hygiene procedures. They use antibacterial spray on tables and surfaces and wash their hands before preparing food.

Children enjoy a snack of a selection of fruits and a drink of milk or water. However, their independence is not fostered at this time as they do not select the fruit and pour the drinks themselves. One day a week, children enjoy a cooked homemade meal. The cook prepares meals which begin with the 'letter of the week', which generates lots of discussion amongst the children. For example, during the 'letter T week', the children enjoy a meal of tuna fishcakes. Staff discuss with the children the 'letter sounds', the names of the foods and how these foods are healthy. Good systems ensure all staff are knowledgeable about the children's food allergies and dietary requirements.

Robust procedures are in place to inform parents and carers if their child has been administered medication or if they have had an accident. Over half of the staff have a suitable first aid qualification which ensures children are cared for appropriately and sensitively following an accident. The setting have not gained parental permission to seek emergency medical advice or treatment. This delays the care or treatment for children in the event of an accident or emergency.

Children's physical development is enhanced by a wide range of activities provided both inside and outside. They have fun bouncing across the 'soft blocks' and enjoy balancing across the wooden beams. They love playing in the outside area, where they enjoy sliding down the slides and jump across the small 'tree trunk' stepping stones. They bounce on small trampolines and have fun riding tricycles and push along toys. Children enjoy manipulating play dough, using tools and cutters to make different objects. They become engaged and love to knock different shapes onto boards with small nails and a hammer.

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

The provision is good.

Children play in a child-centred environment which is suitable and safe for their use. They are cared for by warm and gentle adults. Children freely access resources and equipment from the activities that are out. Their work is displayed on moveable notice boards and photographs of things they have been doing and 'special event days' are displayed at child-level in the foyer area.

The pre-school have robust procedures to keep children safe. For example, all doors are kept secured when not in use and visitors ring the bell and can be identified through the glass door. Effective staff supervision and correct staff to child ratios ensure children are safe and their needs are met. Staff deployment is good when taking children to the outside area. Children have to walk across a small part of the car park and staff demonstrate their vigilance, discussing with the children road safety. One child told the visitor 'we look and listen'. Good procedures are in place to ensure children only go home with their designated person.

Formal risk assessments are undertaken annually and daily risk assessments are conducted to ensure hazards within the environment are identified and minimised. Fire drills are practised with the children on a regular basis and written instructions are displayed both on a notice board in the foyer and on a notice board in the main room. The manager has attended recent 'fire warden' training to ensure she is knowledgeable regarding fire evacuation.

Children's welfare is well protected as staff all understand their responsibilities with regard to safeguarding children. The manager is the child protection coordinator and has a good understanding of her role. Both the manager and some of the staff have attended relevant 'safeguarding children' training courses and have communicated this knowledge to the rest of the staff team. The team are knowledgeable about referral procedures and how to record signs and symptoms. Clear documentation enables parents and carers to have an understanding of the duties of the nursery school.

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

The provision is good.

Children and parents are warmly welcomed by the staff who have developed positive bonds with them. Staff are happy for parents and carers to come into the setting at the beginning of the session and are welcomed to stay as long as they wish to settle their child. This forms a good basis of trust for the child and their family and encourages a smooth transition from the separation of the main carer. Children arrive happy and enthusiastic as they independently choose activities and equipment set up by the staff. Children who become upset or distressed are nurtured by staff who use positive language and give reassuring hugs. Staff interact well with the children, playing with them at child level, making eye contact and talking to them. Staff listen to what the children say and do and display their art work on notice boards to show their work is valued. Staff offer praise and encouragement to the children and help them to learn different skills. Children's developmental milestones are tracked through the aspects within the Birth to Three Framework and their next steps of learning are planned. The team have a good understanding of how to implement the framework and record children's development.

The quality of teaching and learning for children in receipt of nursery education funding is good. Staff have a good understanding of the Foundation Stage and provide all children with a wide range of stimulating and exciting activities. The staff team work effectively together to ensure children are challenged appropriately and offered different experiences. Staff know their key worker children well and are skilled at planning for all areas of learning to ensure they develop holistically. They have effective procedures in making observations of all the children and use these to track where children need consolidation or extending. Staff make detailed plans, indicating how activities are to be differentiated to meet the needs of all the children.

Children are independent as they show their capabilities to put on their own aprons and choose their own activities. They are caring towards each other, with older children helping their younger peers. For example, a four year old helped his younger peer to join the train track together. Children are confident and staff boost their self esteem through praise and recognition for their personal achievements.

Children are encouraged during group times to communicate and listen to each other. Staff use methods such as giving the children a 'baseball hat' to hold to signify that it is their turn to talk. Children enjoy 'fuzzy felt' activities where they use positional words such as 'over' the pond and 'under' the bush. They are engaged when listening to stories and love to talk about

the characters in the book and predict what is going to happen next. They have some opportunities to explore emergent writing both outside and inside during their everyday play, with the use of notebooks and clipboards. However, children are not encouraged to write their own names or make their own marks on their work.

Children develop an understanding of number during everyday activities. For example, a group of four year olds count crayons back into a pot and successfully count to twenty one. During circle times, staff encourage children to count how many children are sat in the group and younger children gain support in their counting as they count alongside their older peers. Staff extend the activity for older children by holding up labels with different 'numbered words' on them. Some older children recognise the words and link this to the quantity of the number. Children are given opportunities to develop their mathematical thinking and use their problem solving skills. For example, children are required to use their mathematical thinking when building houses with construction materials.

Children enjoy exploring and gaining an understanding about their external world. They plant a variety of vegetables and seeds into soil and love to water and care for them. Children have fun exploring sand, burying and squeezing their hands under the sand and excitedly tell each other how it feels cold and wet. Children have lovely opportunities to investigate different textures through using their senses. They laugh and giggle as they step bared feet through different tubs filled with rice, flour, paint and warm water. Children explore the wider community through visits to local country parks, local museums and through exploring different artefacts, such as African textile patterns.

Children enjoy opportunities to engage in many lovely, structured, creative activities. They use an assortment of different brushes to create different paintings and enjoy mixing colours to see what new colours can be created. However, children are not given opportunities to develop their imaginations by engaging in spontaneous art and craft activities. Children enthusiastically join in with familiar songs and rhymes and partake with the actions. They become excited and animated as one staff member plays the piano alongside their singing.

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

The provision is good.

Children have access to a range of resources and activities which reflect diversity in society. They participate with events and enjoy trying multi-cultural foods, such as 'Chinese' meals. They have a variety of books and posters which portray positive images of gender roles and different families and cultures. Children love visits from different people in society. For example, they enjoy visits from the fire fighters where they explore the engine and visits from the nurse where they put different bandages on each other. Staff use 'persona' dolls to help foster an understanding of diversity in society and sensitive issues. For example, staff use the doll as a way to equip children with the tools to manage their feelings.

All children are valued at the nursery and staff have a good understanding of each child's needs. They know the children well and set appropriate challenges for them. The manager has the responsibility of the role of Special Needs Coordinator. She has a very good understanding of her role and the staff team support children with additional needs well. The manager and two other staff members have attended relevant training. Good quality team work and effective working with parents and outside agencies means children's additional needs are supported. The Special Needs Coordinator attends meetings with parents and outside agencies to ensure consistency and continuity is gained for the child.

Children's behaviour is good and they know the routine of the nursery well. Good behaviour is rewarded with positive language and praise. Timeout methods are used for unacceptable behaviour and staff discuss with children what has happened and their feelings. If necessary, behaviour strategies and action plans are put into place through communicating with parents and carers. Staff use visual aids with children, showing them pictures of children sharing and being gentle towards each other. Children's spiritual, moral, social and cultural development is fostered.

Staff have developed positive relationships with parents and give good feedback on a daily basis. They communicate important information, such as what food their child has eaten and what they have been doing. This is a two-way communication as parents are welcomed to talk to the staff at any time. Parents are informed of policies and procedures from the outset to ensure they are well informed. They are encouraged to become part of the pre-school and every year parents are pro-active in helping to raise money to buy new resources and equipment. Children enjoy participating with the fundraising events, such as the 'brick build' where families and friends sponsor the children to build towers with as many bricks as they can. These fundraising events form strong links for the children between the families and the nursery school. The nursery have a complaints policy which they share with parents from the outset to ensure they are well informed should they have a concern.

The partnership with parents and carers for children who are in receipt of nursery education is good. Staff have developed good bonds with the parents and exchange information regarding their child's education and development at the beginning and end of a day. Parents receive regular newsletters detailing topics, events and other information related to the children's time at nursery. The newsletter is effective as it gives parents the opportunity to be involved with their child's learning and they can continue themes and topics at home. The parent rota serves as a good opportunity for parents to see what their child is learning, become involved and continue this at home. Parents are made aware of their child's development folder through discussion and written communications in the newsletters and are all aware that they can look at these folders whenever they wish. They are invited to attend 'parents afternoons' the term before their child goes to school, where a two-way discussion takes place, with the child's key worker, to talk about the child's developmental milestones. Notice boards in the foyer area effectively share information about daily routines and themes. In addition, the planning is displayed showing links to the stepping stones and early learning goals. This allows parents to continue their child's learning at home and gain a knowledge of the Foundation Stage Curriculum.

## **Organisation**

The organisation is good.

Children are well supported and supervised effectively and the setting meets the needs of the range of children for whom it provides. Staff ratios are maintained at all times and staff deployment is good within all areas of the setting. The manager ensures robust procedures are in place to ensure all adults are vetted and suitable to work with children. Parents and helpers who have not been vetted are never left alone with the children. The manager has displayed the registration certificate appropriately to ensure parents are well informed from the outset of the pre-school's conditions of registration. The attendance register shows records of the times of arrival and departure of all the children correctly and visitors are asked to sign the visitors book. This ensures the safety of all in the event of a fire. The management team

demonstrate a good understanding of the National Standards and keep all documentation confidentially secured in a cupboard.

The leadership and management are good. The manager of the nursery supports all the staff who are dedicated with their roles of caring for the children. She is responsible for the day to day running of the nursery and increases her expertise by attending regular training, acting as a positive role model to the team. The staff team are experienced and use their professional expertise to care for and facilitate children's learning. They are very proactive in attending up-to-date training to increase their knowledge of the Foundation Stage and actively attend local 'cluster meetings' to further develop their skills and knowledge. The manager works with the team daily, observing and monitoring their practice. It is from these observations and annual appraisals that training needs are identified and targets are set. Staff work well together and all take an active part in planning to provide a stimulating environment where children can learn.

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

At the last care inspection the nursery school were asked to conduct regular risk assessments of the premises. The nursery now complete a formal checklist daily to ensure the premises and equipment are cleaned and well maintained. This ensures the safety and well-being of all the children.

The nursery school were asked to devise and implement a policy for allegations against a member of staff and to include Ofsted's telephone number in the child protection policy. The nursery now have a robust policy for allegations against a member of staff and the child protection policy includes Ofsted's telephone number. This ensures children are protected and safe with effective policies and procedures and parents are well informed from the outset.

At the last education inspection the nursery school were asked to devise a system to share children's assessments records and learning targets with parents. The nursery now inform parents that they can discuss their child's developmental folder with the key worker whenever they wish. Parents are invited to 'parents afternoons' to discuss their child's developmental folder the term before they go to school. This ensures parents are well informed and included with their child's development and learning.

The nursery school were asked to plan towards the stepping stones and show how plans can be differentiated for all children. The nursery now have an effective system in place which tracks each child to show where the child needs consolidation or extending. This ensures all children are appropriately challenged and their individual needs are catered for.

The nursery school were asked to develop children's independence through increasing opportunities during routine activities such as snack time. Children's independence is being fostered in some areas, such as putting their own aprons on and finding their own hand towels. However, children's independence is still limited during snack times as they are unable to self select their own food or pour their own drinks.

The nursery school were asked to develop opportunities for children to use their thinking, calculation and problem solving skills during routine activities. Staff now plan activities to foster children's learning in these areas and some staff have attended 'mathematical training' for 'early years'. This ensures children gain new ideas and opportunities to develop mathematical concepts.

The nursery school were asked to develop children's writing skills through variety of play and role-play activities. Children now have access to small notepads, clipboards, pens and pencils within the role-play area both inside and outside. This ensures children have opportunities to develop their writing and mark making during spontaneous activities.

### **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):

- provide opportunities for children to develop independence at snack time by pouring their own drinks and self selecting their own food
- obtain parental permission to seek emergency medical advice or treatment for all 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):

- develop opportunities for children to write their names or make marks on their own work
- develop opportunities for children to freely choose and express themselves through art and creative activities.

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)