



# Tiblands Nursery School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY341108
<b>Inspection date</b>	08 March 2007
<b>Inspector</b>	Rachel Wyatt
<b>Setting Address</b>	Tiblands Farm, Linley Green Road, Whitbourne, WORCESTER, WR6 5RE
<b>Telephone number</b>	01886 821394
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<b>Registered person</b>	Mrs S Garness & Mrs P Garness
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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?

Tiblands Nursery School opened in 1966, moving in 2006 to its new premises. The nursery is run by a partnership and is located in a barn conversion on a farm in Whitbourne, about nine miles from Worcester. The nursery comprises a main room, adjacent small room with office area, a separate kitchen and toilet facilities. There is a secure outside play area and opportunities for other outdoor activities, including local walks. A maximum of 32 children may attend at any one time. The setting is open each week day from 08.30 until 18.00, all year round.

There are currently 32 children aged from two to eight years old on roll. Of these, 23 children receive funding for early education. The nursery has quite a large catchment area, children attending from both Herefordshire and Worcestershire. Children may attend a variety of sessions. The nursery provides after school care and holiday care for children aged between two and eight years, making collections from local schools in Whitbourne and Brockhampton. Support

is available for children with learning difficulties and disabilities, and for those who speak English as an additional language.

The two partners and six other members of staff work at the nursery. Seven members of staff have relevant early years qualifications, including one who is a qualified teacher. The setting receives support from a mentor teacher from the local authority and is regularly represented at providers' forums and local early years partnership meetings. The nursery is working towards the 'Growing Together' quality assurance scheme's Bronze Award.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's hygiene is effectively promoted. Adults' sensitive encouragement and access to child-friendly facilities really help children to be independent in managing their personal hygiene. They clearly understand that effective hand washing and using tissues to wipe their noses helps to stop the spread of germs. Younger children's comfort is assured by regular nappy changes and calm encouragement during toilet training. Children's awareness of healthy lifestyles is also fostered through singing songs about keeping clean, brushing their teeth after lunch, taking regular exercise and eating healthily.

Children are energetic and active. They eagerly take part in the daily 'workout' and relish opportunities to balance, climb and play ball games outside or to use soft play equipment indoors. They also enjoy walks across adjacent fields. Staff ensure children wear appropriate outdoor clothing and are protected from the sun.

Children's health and dietary needs are fully understood by staff, and any specific care arrangements are discussed and agreed with parents. Should children become unwell or have an accident they receive prompt appropriate treatment and their parents are kept well informed. Information about minimum exclusion periods for infectious diseases are clearly displayed, and parents advised of any outbreaks. Medication procedures are generally effective, so that parents give their prior consent and any dosages are recorded. Medicines are safely stored and staff and parents ensure any ongoing medication is within date. Adults understand their responsibilities for ensuring medication is administered correctly, but training from a qualified health professional has not been obtained in the case of medication which requires technical knowledge. This compromises children's well-being. In other respects emergency situations are prepared for, as parents give their consent to the setting seeking medical advice and treatment, and staff have current first aid qualifications.

Children are well nourished. They relax and socialise at snack and meal times. They sit in small groups at invitingly laid out tables set up with flowers, colourful plates, cups and paper napkins. Each child has their own named place mat. The setting's commitment to healthy eating means that children thoroughly enjoy snacks of portions of different fruits, as well as toast or muffins. Children help to pour out and pass round drinks and snacks. They spread different toppings on their toast or muffins. Parents provide their children's lunches, and the nursery provides some guidance on appropriate contents. Children collect their lunch boxes and know they

should eat their sandwiches first. They often discuss the contents of their lunch boxes with their friends, commenting on aspects of a healthy diet. They like cookery and trying different tastes. A traditional Christmas dinner and sampling different foods during Chinese New Year were both popular occasions.

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

The provision is good.

Children are looked after in a safe, secure, newly renovated building. Risk assessments are used to ensure hazards are minimised and also to monitor the safety of certain routines and activities. Circulation areas are kept clear. The setting's robust procedures ensure that arrival and departure times are well managed and that door security is maintained. During outside play and walks, children understand about keeping within a designated area or remaining close to adults. During school collections, children learn about road safety when travelling in the car and walking over to school.

Children understand about moving around carefully and using equipment correctly. Consequently they understand about not running inside, taking care when using scissors or knives, and they all develop good spatial awareness. Children use sturdy, well maintained toys and equipment. They are effectively supervised, but staff ensure children have the freedom to explore and be confident, so that they build and try out their own obstacle course and balance beams.

Children are protected from harm. Staff are alert to any incidents or changes that impact on a child's well-being. Any incidents and existing injuries are discussed and recorded. Where there are concerns about a child's welfare, prompt action is taken in line with the nursery's child protection policy and local and national safeguarding children guidance. Children are introduced sensitively to issues relating to their personal safety, including discussions about not talking to or going off with people they do not know.

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

The provision is good.

Children settle quickly and soon become absorbed in the well set out and resourced activities. Staff are supportive, quietly involving themselves in children's activities and play, but without taking over. Children's free choice and expression are very much encouraged, and the emphasis on practical experiences and exploratory play suits younger children, as well as their older peers. They are offered a varied programme of rewarding topics and activities, which staff adapt in order to cater for differing abilities. As result the atmosphere is relaxed, whilst children are consistently purposeful and busy.

Children mix well, often playing cooperatively. Older children help their younger or less confident friends, for example during work at the craft table. Good use is made of natural resources, outside play areas and local walks, so that children really appreciate aspects of the natural world. They use materials creatively, for instance to make large scale structures which they balance and climb on. They enjoy using paint and a range of collage and craft materials, mixing colours and making their own models or decorated containers.

The organisation and management of activities very much reflects the setting's commitment to the ethos of 'Birth to three matters'. However, the framework is not incorporated into written plans or younger children's progress records so it is not completely clear how individual outcomes are expressed or how these children are helped to move onto the next stage.

### Nursery education

The quality of teaching and learning is good. Children really enjoy being at the nursery. They are self-motivated and eager to learn. They are interested and involved in a wide range of topics, often playing well together. Staff provide children with rewarding activities and worthwhile resources. These help children to experiment, to extend their ideas, and to create their own personal challenges, such as walking astride two planks which the child has placed on a low-level log.

Children are articulate and happily describe or recall events. They confidently recognise their own and others' names, for example at self registration and during pre-snack time discussions. Children enjoy mark making, and their early writing is fostered, for instance at the 'talking' table where they make lists whilst using phones and toy computers.

Children enjoy counting and confidently recognise numbers to five, and in some cases beyond. They like working out simple number problems and staff extend this by offering different opportunities for problem solving. Good use is made of numbers, counting and number rhymes as part of daily routines. Children use mathematical language during play. Worthwhile resources aid their shape recognition, matching, sorting and sequencing.

Children take part in worthwhile outdoor activities which foster many skills. They love constructing, using a range of materials such as milk crates, planks and tubes. They balance and climb on these structures or find out how different toys react as they move them down slopes or tubes. They extend their interest to mending the outdoor area's play house and taking part in many construction activities indoors. They are also becoming increasingly confident in using the computer to support their learning.

Children like exploring different art and craft materials, adeptly designing and fixing items together to create their own unique models and collages. They use a lot of natural materials in play, including washing sheep's wool for collages. They appreciate beautiful things, talking about the flowers in vases at snack time or the plants they are growing.

Children are physically confident, climbing and balancing well. They throw and kick balls with increasing accuracy. They enjoy walks. During indoor physical exercise, and music and movement, they move with increasing control and an awareness of space. Staff ensure children know what is expected of them so they get a lot out of these sessions, showing skill in following different actions or movements, working alone or in pairs or as part of a big group.

Children are imaginative and creative. They act out their own scenarios, using a variety of small world toys and figures and when dressing up. The outside play house is an especially popular venue for role play. Children draw and paint expressively. They play musical instruments with a growing awareness of beat and rhythm, and they sing tunefully.

Staff support children's learning well. They plan rewarding topics and activities, and involve themselves in children's play and learning, asking questions, encouraging their thinking and recall. They provide resources which foster children's interest and challenge them.

Planning provides children with a balanced programme of activities which cover all aspects of the Foundation Stage. However, short term plans lack detail regarding specific learning outcomes and how children's individual needs are incorporated. Assessment is linked to the early learning goals. Good use is made of brief observations, and a format for tracking children's attainments in communication, language and literacy but, there are inconsistencies in recording and analysing children's skills. This means staff and parents do not have a completely clear picture of what aspects of children's learning need extending or supporting next.

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

The provision is good.

Children's confidence and self-esteem are fostered well. Their achievements are acknowledged and celebrated in different ways. Displays are used very effectively to reflect their experiences and interests, so that they enjoy looking at recent photographs of their activities or examples of their work. Resources, toys, posters and a delightful mural also foster children's awareness of aspects of their own community, as well as other people's ethnic background and lives. Within the nursery there is a strong emphasis on appreciating children's family circumstances and on involvement in the local community, including regular contact with local schools.

The setting liaises with parents and other agencies to ensure children with specific health needs, or with learning difficulties and disabilities have appropriate care and support. The nursery's involvement with local speech and language programmes helps to enhance all children's speaking and listening skills. Children are also introduced to different ways of communicating, such as the use of signing.

Children are well behaved. They respond positively to the adults' expectations, for example by being polite, kind and helpful. Children relate well to each other, taking turns and sharing. Children often play together, show concern for others and try to resolve minor issues by themselves. Staff calmly intervene if there are any disputes or misbehaviour. Children's spiritual, moral, social and cultural development is fostered.

Parents are well informed of the group's aims, ethos and practice. The nursery is keen to involve parents with their children's play and learning. The initial welcome pack includes various leaflets about promoting children's speech and language and numeracy. Parents receive details about the children's learning opportunities, with good explanations of Every Child Matters and the Foundation Stage. Information about 'Birth to three matters' is displayed. Initial documentation includes the setting's long term plan, explanations of the daily routine, and information about how each child's progress is monitored. Parents express their satisfaction with the nursery and have opportunities to respond to questionnaires and make suggestions. The complaints procedures outlines their rights regarding responses and how concerns will be recorded.

Partnership with parents and carers is good. They are encouraged to support children's learning at home, for instance via an activity pack loan scheme open to all ages. Sometimes children

take work sheets home to complete with their parents' help, for example to record details of a 'bug hunt' or the numbers of cars they have counted. These activities are then discussed and collated in the nursery. Parents of three and four-year-olds, as well as carers of younger children, help in sessions, for instance sharing a skill or bringing in a pet. Useful leaflets about different aspects of children's learning, including explanations of the Foundation Stage, help parents to appreciate the aims of early education and how they can contribute.

## **Organisation**

The organisation is good.

Children are looked after by kind and caring adults who have appropriate training and experience. Effective recruitment, induction and vetting procedures ensure their suitability. Children and their families benefit from ideas and initiatives arising from the nursery's commitment to training and the ongoing development of the provision. The nursery uses self evaluation as a consistent way of monitoring and improving aspects of children's care and play. The introduction of fruit at snack time and opportunities to brush their teeth after lunch, have contributed to children's appreciation of a healthy lifestyle. The nursery's current involvement in a quality assurance scheme has prompted positive reassessment of the provision.

A new nursery building has had a big impact on children's care and play. The premises are very child-friendly, with low-level equipment and storage encouraging their choice. Many interesting displays and activities consistently capture children's attention and involvement. Resources are stimulating and help children to initiate and extend their ideas. Staff are interested and involved in children's care and play, creating a caring and purposeful atmosphere. Adults understand their roles and responsibilities and work well together to ensure sessions are rewarding and smoothly run.

Documents support children's care as the setting seeks relevant personal details and information about their development, health and diet to ensure their well-being. Parents' wishes are adhered to as relevant agreements are made, for example regarding outings, medication, seeking emergency medical advice and treatment and the application of sun cream. Children are cared for in line with the setting's operational plan and associated policies and procedures. These are regularly reviewed and updated.

The leadership and management of funded children is good. Children's learning and progress are fostered effectively. Managers and staff have clear aims for children's care and education to be rewarding and fun. These aims are reflected in the operational plan, information given to parents and in the planning and organisation of activities. The learning environment is stimulating and well-resourced. Designated play areas, for example for music, mathematics and a 'talking' table, have all enriched children's learning.

Staff are guided by the nursery partners who are motivated and knowledgeable. Everyone works well as a team, and establishing close links with local schools ensures children have continuity, plus a varied programme of activities. Children's learning is enhanced by ideas arising from the adults' attendance at regular training and good practice sessions, and from the contributions of other early years' specialists. Recent training has had an impact on the way children's own

ideas and interests are supported in the setting, for example, through the provision of natural and recycled materials for construction play outside.

The quality of children's early education is monitored in particular through informal observations of their participation in activities, and through evaluating the effectiveness of specific activities. The nursery's ongoing programme of self-evaluation and improvement also benefits children's early education, so that recent initiatives involving name recognition have really contributed to children's confidence and accuracy. The continual development of the outdoor provision ensures children engage in challenging physical and intellectual activities, with the support of adults who share their enthusiasm. Overall children's needs are met.

### **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 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):

- when administration of prescription medicine requires technical knowledge ensure training, which is specific to the individual child, is provided for staff from a qualified health professional
- improve the outcomes for younger children by incorporating an approach in line with 'Birth to three matters' in planning and assessment procedures.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve monitoring and recording of children's progress so that their individual learning needs are identified and incorporated into short term planning
- improve short term planning by clearly identifying learning outcomes and how individual children's needs will be met.

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)