



Hambleton Nursery School

Inspection report for early years provision

Unique Reference Number	403605
Inspection date	12 January 2007
Inspector	Joan, Patricia Flowers
Setting Address	Hambleton Primary School, Arthurs Lane, Hambleton, Poulton-le-Fylde, Lancashire, FY6 9BZ
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Registered person	Hambleton Nursery School
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE 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 outstanding.

WHAT SORT OF SETTING IS IT?

Hambleton Nursery School Committee has been registered since August 2001. The nursery is set in the village of Hambleton in Poulton-Le-Fylde, Lancashire, and serves the local and wider community. The facility operates from within Hambleton Primary School as part of the Foundation Stage Unit incorporating the children who are in the reception class. The nursery children have access to shared resources within the unit as well as the library, the hall and a secure outdoor play area. Lunch time meals are taken in the school dining hall by those children who stay over this period alongside children from the school. Children may choose a hot cooked school meal or they can bring a packed lunch. Snacks are provided each morning and afternoon and water and fresh fruit and raw vegetables are available at any time for children to access themselves.

The facility operates term time only between 08.30 and 15.30 each week day during term time only. The committee employ eight nursery staff, headed by a qualified and experienced nursery manager. The majority of the other staff hold child care qualifications relevant to their post. The school reception teacher also works closely with the nursery children. There are 25 children on roll who attend for various sessions each week and who are all in receipt of funding for nursery education. The setting is registered to provide nursery education for eligible three and four year-old children. The nursery supports children who have learning difficulties as well as those who speak English as an additional language. Support and training is available from the local authority Sure Start development and teacher team. The registered provider are members of the National Day Nurseries Association as well as the Pre-school Learning Alliance and they currently hold Lead Practitioner status with the local authority Sure Start, Early Years and Childcare Service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Excellent consideration is given to providing children with regular experiences so that they develop their physical skills both indoors and outside. Children enjoy daily activities in the fresh air. This promotes their physical development very effectively as they learn how exercise can positively affect their bodies. Indoor curriculum activities in the school hall provides children with sound opportunities to extend their skills when, for example, they use the fixed equipment like the climbing ropes. As they extend their own abilities they gain confidence as well as an increased awareness about what their bodies can do thus their coordination and muscle development is promoted to good effect. Children's fine motor skills are encouraged at every opportunity through both the planned and free spontaneous play activities they initiate themselves. They are very skilled at using tools, such as scissors, writing implements and other resources in the design making area; with confidence and success. The use of information technology, such as the computers and the remote control robot also further aids these skills well. In these ways children's physical development and health is fostered to a high degree and they learn to adopt a healthy lifestyle.

Children are actively learning to be healthy as they follow robust procedures and practices during every session, such as washing their hands before and after snack time and after going to the toilet. Consequently they begin to understand the importance of such personal hygiene tasks so the spread of infection is effectively minimised. Children are fully encouraged to be independent in their personal care as part of their daily routine and confidently recognise their own needs, such as when they are thirsty or tired. Because all staff members are trained in first aid, appropriate responses to accidents are made so ensuring that children's health is promoted to a high degree.

Children enjoy meals and snacks that provide a well-balanced and nutritious diet. Individual children's dietary needs and the wishes of parents and carers are implemented and adhered to well by all staff. Staff are all informed about every child's circumstance at enrolment and can also access written information at all times so children's needs can be met effectively. This gives reassurance to parents and carers, helping to maintain children's personal health. Children

enjoy having free choice of fresh fruit and raw vegetables, such as carrots throughout each session as well as having a planned snack in the morning and in the afternoon. Fresh drinking water is available at all times for children to help themselves, thereby promoting their independence and well-being as they recognise when they are thirsty. They are given the choice of milk or water at planned snack times to promote their well-being and good health. A school dinner is available to those children whose parents wish this or alternatively they may bring a packed lunch. Children learn about foods that are good for them through the selections they are given at snack times and also when encouraged to choose fruit when they become hungry during the session. Staff support this approach well through discussion and planned activities like food tasting. Children, as a result, learn about making healthy choices for themselves and extend their experiences by trying different food tastes and textures.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children can access a very wide range of toys and equipment suited to their learning and play needs, ensuring that children can make progress in all areas of their development. The environment is resourced extremely well and children can move around freely and in safety, within areas that are well planned to facilitate children's access and choice. Staff clean, check and maintain the equipment regularly to ensure children are protected. Children benefit from using appropriate size tables and chairs and so are comfortable during activities. They also have opportunities to rest and relax on soft furniture or on the carpet in the reading area. Children partake in periodic emergency evacuation drills, thereby encouraging their understanding of how to keep themselves and others safe. Children, however, are not encouraged to sit down whilst eating their free choice fruit during the session thereby undermining their well-being. The staff are vigilant in maintaining the security of the premises and always challenge any persons unknown to them before allowing admittance to the nursery and to the school in general. This protects children and keeps them safe.

The children and their parents and carers enter a bright, visually stimulating and well maintained environment where they are warmly welcomed. Prolific examples of topic and free art work are displayed throughout the Foundation Stage unit as well as meaningful notices and sources of information about the daily routines and curriculum. Staff ensure that children are only released to persons known to them so children are kept safe. The premises are suitable for their purpose because they are effectively organised and good use is made of the available nursery and reception classroom spaces. This allows children to move freely around the continuous provision and fosters their sense of belonging. Staff fully understand and implement total supervision of the children and because of the way each session is planned can monitor where children are so children's safety is maintained well. Risk assessments have been undertaken across all aspects of the setting's operational practices and procedures, however, the written safety assessment for the use of the mobile cooker unit is lacking in practical detail and so can potentially compromise children's safety.

Staff are well aware of their responsibilities regarding child protection and most have had child protection awareness training. All staff are aware of the settings child protection policy, ensuring children's safety and well-being under such circumstances. Any existing injuries or unusual

incidents are recorded and discussed with relevant other agencies following the settings detailed policies and procedures which are in line with local safeguarding guidance. Staff feel that they can recognise any worrying signs and symptoms and are clear on what action to take. As a result, children are safeguarded.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children's all round enjoyment and learning is promoted as they benefit from an extensive range of play opportunities that fosters their all round development and achievements. They are very happy, extremely confident and self-assured within the setting and enjoy themselves as they play together, interacting in large and small groups and in pairs. Children confidently share their news with the group when sitting together on the carpet and enjoy telling the others what Spot the dog did when they took him home at the weekend. Planned themes and topics help focus on meaningful activities that promote children's enjoyment and all round development. Children are given an extensive range of experiences that build on their natural curiosity as learners.

Children express themselves articulately and with confidence as they develop their ideas during creative activities, such as singing or acting out a Christening church service with the local vicar. Free art work at the easel and exploring the sounds made by different instruments promotes their freedom of expression extremely well. Children enjoy the shared task of making a representation of Goldilocks bed cover by making individual collage faces on felt squares to be joined together and displayed as a whole. They have freedom of choice to select their chosen activities and take part in supported learning in small groups or on a one to one basis with staff who all know the children very well. Staff provide a secure and friendly care environment where children feel confident and are motivated to express their ideas. Because resources are presented and stored at low level children are confident to make choices and therefore extend their own learning. The themed topic, such as Goldilocks and the Three Bears has engaged and captured children's imagination and is used effectively so that children learn through their play. All children experience warm relationships with their key worker and other staff and they form friendships with one another as they willingly cooperate and take turns.

Nursery Education

The quality of teaching and learning is outstanding. Children benefit from staff who have a considerable understanding of the Foundation Stage and who demonstrate this through their daily interaction with the children. The clearly written planning tools that have been devised clearly show staff's commitment to helping children progress along the stepping stones towards achieving the early learning goals. This good attention to planning and the effective means used to observe children's achievements, contributes to them making rapid progress within this setting. Staff make clear links from the observations and assessments carried out to monitor learning sufficiently to plan for differentiation in the planned focused activities. Children's various abilities are thereby extended greatly, for example, learning outcomes are identified and recorded when met so children can make rapid progress. Alongside this staff are enthusiastic in encouraging parents to be involved in their children's learning at home. Staff assist them by

providing suggestions and ideas in regular newsletters, displays and discussions. Children's learning is enriched effectively as a result of this partnership.

Children demonstrate their eagerness to learn and take part in the activities with keen interest and obvious enthusiasm. They competently transfer newly learnt skills and knowledge to other applications in their play, such as when they stir the porridge oats after listening to the story about Goldilocks and the Three Bears or write their letter to post home after learning about writing letters. Staff listen and value what children say and talk to them about what they are doing in their activities and free play. They ask questions to make children think like 'what do we need to mix with the oats to make porridge for baby bear?' The quality interactions that children experience with the staff serves to boost their self-confidence and self-esteem because the contributions they make are valued and respected.

The balanced curriculum is exceptionally planned and delivered so that every child can make sound individual progress in all areas of their learning, development and understanding. Children learn effectively because the plans for every session are very well focused and clearly linked to the stepping stones and aspect of children's learning. During the course of a term, children are given on-going opportunities to revisit all of the six areas of learning so that they can consolidate and practice what they already know and can do. The regular observations and assessments that staff carry out are very effective in informing them and parents of the progress children are making. As a result, children make big strides and achieve high standards in their learning. Staff expect the most out of the children to which children respond positively. Children are challenged in their learning as they build on what they can already do. It is recognised that children learn at different rates and staff use differentiation within activities to meet each child's individual needs. This facilitates inclusion for all the children undertaking the same activity, such as when writing the shopping list for Goldilocks' party. Some more able children use letters and words while others use symbols of the food they need to buy to support their emerging communication skills.

Children are learning confidently to count and undertake simple calculations, such as one more or one less and can count to five and beyond by rote and in number rhymes. Four-year-olds accurately count how many children there are at registration time, linking the number of name labels hanging on the washing line to the number of children sitting on the carpet. One three-year-old used a tally chart to mark the children down as she asked about their birthdays during her spontaneous imaginative game as she used this simple form of recording her findings. There are extensive examples of numbers as labels and for counting available in the environment for children to use in their everyday play to extend their learning.

Children are able to recognise their own name in print and have many different examples of words used as labels on everyday objects. During one story time the member of staff asked 'who knows what the person who writes a book is called?' to which one child replied 'the author'. They handle books with care and know that they can find information from a book. The excellent and wide range of books on offer to children in the book area supports this extremely well. Children are encouraged and enabled very positively to access resources in making marks for a purpose. They eagerly write their name on their own art work and learn about writing for a purpose as they listen to the letter Goldilocks has written to them. Extensive selections of mark

making materials are readily available in the writing area as well as in other areas such as the role play area.

Children have opportunities to look at changes in nature as they observe the changing weather conditions outside and discuss this at registration time. They choose the correct picture symbol to pin up next to the day of the week card. Children also have superb opportunities to use technology to enhance their learning. They use the bank of computers as they work with the learning game programmes supporting the Goldilocks theme. Children are skilled at controlling the mouse to move the cursor as they select the various options required to complete the game activity. The computerised white board also provides additional experiences; as do the programmable and remote control robots and the metal detector children use to identify objects made of metal. In these ways children gain excellent knowledge about the use of technology and its application in a variety of situations.

Children respond to routine very well, helping them to gain a sense of time and place in their day. Children learn about their local environment when, for example, they walk to the village post office to buy a stamp for their letter to post home. They enjoy having visitors like a police officer and a health visitor, helping them understand about people who help us. Staff plan for children's physical development through both planned and free play indoors and outside to challenge and extend their growing physical skills. Children enjoy free access to a wide range of resources and materials which inspire their creative and design flair, for example, through junk modelling when they make a bed for Goldilocks. They use their imagination well, acting out real and imagined situations, using both props and unrelated items to support their spontaneous play, such as dancing to the music tape in their pretend party game.

Helping children make a positive contribution

The provision is good.

Children's confidence and self-esteem is promoted effectively by staff as they help each child to feel good about themselves and contribute positively to their community. They thrive on the close relationships with their key worker and other staff and know that they will have their contributions valued as one child eagerly shares his latest swimming certificate and another asks for help to finish making the pillow for the bed he has made for Goldilocks. Their decision making is actively encouraged as they make choices in their play. Children are encouraged to contribute at circle times and eagerly speak out and answer questions posed by staff thus they develop their self-confidence effectively. Children show good care and concern for others. They understand what friendship means and how they can support each other as staff guide their interactions. For example, older children show care and concern for others who are not as skilled as themselves at, for example, fastening their coats. Children behave very well and with consideration for one another and for adults as they display their good manners when they say please and thank you in every day situations. They are learning to persevere and to concentrate for extended periods of time. They share and are kind to one another and readily put their arm around a friend who is upset. Children listen avidly to stories, sometimes with a moral behind them, such as being kind or sharing. These positive approaches foster children's spiritual, moral, social and cultural development.

Children settle well into the provision as staff ensure that they have detailed information from parents and they take time to discuss all aspects of nursery life with carers from the outset. Staff share information about the setting and explain all aspects in detail, however, the wording of the complaints policy does not reflect the changes to the regulatory requirements. Staff communicate with parents daily and they know who their child's key worker is. Verbal communication as well as written information is shared and extensive information is made available to parents about the curriculum and their own child's developmental progress and learning. Children are supported well as they settle into the setting, which is enabled by the very good partnership between parents and staff. Parents and carers are welcomed and encouraged to stay as long as their child needs. Children's activities and learning experiences are shared through informative news letters and individual reports on progress and at the daily handovers.

Partnership with parents and carers is outstanding. Formal parents' meetings take place regularly and home link activity sheets with ideas for parents to follow at home are given to them. This really engages parents and helps children to consolidate and extend their learning at home. Children love to take their work home to share with family members and friends and enjoy seeing their art and topic work displayed on the wall. The excellent progress made by children is welcomed by parents who find the regular reports helpful and informative. Parents are supported to attend training, such as a Lads and Dads course, Numeracy and Parents as Educators and are seen by staff as partners in their child's education.

Organisation

The organisation is good.

The setting is effectively led by the manager and her deputy who both work closely with the reception teacher within the Foundation Stage unit. They have a high commitment to training and very clear aims for the quality and continued development of the nursery. The manager motivates the staff team and leads by example, closely monitoring the delivery of the Foundation Stage. For example, by improving the way in which children's progress along the stepping stones is monitored and recorded to inform what each child's next learning steps are. The manager and staff continually review their practice which in turn helps them provide children with an exceptionally high quality learning experiences. Through this effective monitoring the setting is highly able to assess its own strengths and weaknesses and to evaluate the effectiveness of the education provided for children. This therefore ensures children make rapid and continued progress towards the early learning goals and their smooth transition to school.

The leadership and management of the nursery education is outstanding. All staff work in exceptional partnership together as a team; they organise the environment effectively to ensure children's learning is maximised and is as effective as it can be. They plan a variety of activities indoors and outside, which children find fun and exciting. Children are therefore eager to attend and settle well into their learning and care environment and make outstanding progress in all aspects of their learning and development. Staff ensure that children are supervised and supported effectively during every session. They are especially successful in providing children with opportunities to explore the various areas of play through the competently organised

continuous provision offered. Resources are very successfully organised to support the topic in hand so that spontaneous play is facilitated extremely well. Goldilocks' role play cottage provides the children opportunities to be imaginative and to assume the various character roles in the story of the three bears. The staff team are well attuned to their roles and responsibilities, thereby contributing to the smooth running of the setting and the delivery of the early education curriculum. They work hard at getting to know all the children and their families therefore can meet the individual needs of every child extremely well.

All the required records are kept in an up-to-date way and are effectively organised to successfully influence and reflect the good practices and high standards in the setting. The operational plan and policy documents are detailed and available to parents. This information is in most part covered within the brochure given to every parent when their child starts to attend. These documents are regularly reviewed to ensure that they are in line with the National Standards and the supporting criteria. As a result, children receive good quality care thus helping them to reach their full potential across all areas in their development.

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

Improvements since the last inspection

At the last day care inspection the registered provider agreed to address the following two recommendations: to ensure that the operational plan is consistent with the management and organisation of the nursery; and to increase parent's awareness of the availability and access to children's records.

During the intervening period the provider has reviewed the operational plan and has added more detailed information so that it reflects the actual management and organisation of the setting. Parents and carers have been given increased opportunities to look at their own child's development records and to also have regular and planned meetings to discuss developmental progress.

As a result of the changes made by the provider, the lines of communication with parents and carers has improved and the more comprehensive operational plan now better reflects the management and organisational practice implemented by staff. This results in better partnership with parents and carers which ultimately benefits the overall care of the children.

At the last nursery education inspection two key issues were raised. The provider was asked to give children more opportunities to develop their learning through self-chosen activities and to ensure that they had sufficient opportunities to write for different purposes.

Since that time, both these areas have been addressed effectively. Children are given free access to all areas of the curriculum through the continuous provision of the planned play and learning environment. This approach now allows children to freely access all the learning and play resources for the whole of every session. The writing area has been developed hence children have many more opportunities in their free play as well as the planned activities, to practice their emerging writing skills. Due to these changes made, children's learning opportunities have been effectively enhanced.

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 outstanding.

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):

- review the wording of the written risk assessment document appertaining to the use of the mobile cooker unit; ensure that children consume their free choice snacks safely
- revise the wording of the complaints policy to reflect the changes to the regulatory requirements of the National Standards.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk