



## Penmoor Nursery School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY340117
<b>Inspection date</b>	16 January 2007
<b>Inspector</b>	Karyn Yarnold
<b>Setting Address</b>	Yelverton War Memorial Hall, Meavy Lane, Yelverton, Devon, PL20 7EA
<b>Telephone number</b>	01822 852688
<b>E-mail</b>	anne-marie.cooper@homecall.co.uk
<b>Registered person</b>	Anne-Marie Cooper
<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?

Penmoor Nursery School has been running for many years, and was taken over by the present owner in 2006. It operates from the Yelverton War Memorial Hall, Yelverton, Devon. A maximum of 26 children may attend the nursery at anyone time. The nursery is open each weekday from 09.00 to 12.00 and there is a lunch club from 12.00 to 13.00. The nursery only runs during school term times. All children share access to a secure enclosed outdoor play area.

There are currently 25 children aged from two to under five on roll. Of these, 12 children receive funding for early years education. Children come from a wide catchment area. The nursery currently supports children with individual learning needs.

The nursery employs five members of staff. Of these, two hold appropriate early years qualifications. The owner of the nursery, who is also the person in charge holds a the National

Nursery Examining Board (NNEB) qualification. Two other members of staff are working towards a qualification. The nursery is a member of the Pre-school Learning Alliance and receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in very warm, friendly and relaxing environment. Good hygiene routines are in place, to ensure that children learn about personal hygiene and are protected from cross infection. For example, staff check toilets and the kitchen routinely, for cleanliness. Children are encouraged to wash hands after going to the toilet, and after being involved in messy play activities. Staff talk to children about the need to wash hands to kill off germs. Staff spray tables with suitable cleaning products prior to, and after children eat. This helps reduce the risk of cross infection.

Children become involved in a wide range of activities that contribute to their good health. They have regular physical play, both indoors and outside, taking part in activities to develop their physical skills, such as playing with bats and balls, crawling through plastic tunnels, riding on bikes, and sliding down wooden climbing frames. Being able to play outside enables children to receive fresh air which adds to their overall health. Children are cared for appropriately in the event of accidents as first aiders keep their training up-to-date and a suitably stocked first aid kit is easily accessible. A clear accident reporting procedures clearly indicates any injuries sustained by children. This gives parents a clear view of any incidents and protects children's welfare.

Children are offered a good range of snacks. These include cheese crackers, chopped tomatoes and cucumber, cheese and bread sticks. A good variety of fruit is provided, which includes, grapes, pears and bananas. This selection of balanced and nutritious snacks helps to promote healthy eating and supports children's health. Snack and lunchtimes are sociable occasions where children sit together to eat their own packed lunches. This helps to promote children's social and language skills. Children are offered squash, milk or water to drink. They are free to ask for a drink at anytime. This prevents them from becoming thirsty while attending the nursery.

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

The provision is good.

Children are cared for in a very well organised environment. Colourful displays around the hall, to reflect the theme of 'colours', and rainbow coloured child sized chairs, makes the nursery appealing and inviting to children. Individual named coat pegs allows children to feel part of the group. A very inviting book corner with soft cushions, and mats, draws children to books that are displayed in such a way that children of all ages can easily reach. This promotes children's interest in looking at and enjoying books in a relaxed atmosphere. Children benefit from the safe, secure environment the nursery offers. They are welcomed by staff. Entrance doors are kept bolted during the sessions and parents and visitors gain access by ringing the bell. A

visitors' book is maintained to provide a record of who has been on the premises. The physical environment and resources are kept safe for children by staff undertaking regular risk assessments and implementing any necessary steps to reduce the risk to children.

Suitable fire fighting equipment is in place and regular emergency evacuation drills promote children's safety. A clear policy on procedures to follow should a child be uncollected or lost, together with a good procedure followed should a parent be unable to collect, protects children's welfare and safety. Children learn about aspects of their own safety when, for example, they are reminded by staff, not to run as they may fall and hurt themselves.

Children's welfare and wellbeing is suitably supported with regard to child protection issues. Staff have access to a clear and concise child protection procedure and key staff have a good understanding of categories of abuse and staff have an understanding of signs and symptoms of possible abuse. Staff induction includes an element of procedures to take should abuse be suspected or disclosed and documentation kept includes a comprehensive record of local support agencies should they need to be contacted.

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

The provision is good.

Children are very happy and settled in the nursery. They play well together often helping each other in particular, when helping to tidy up before snack time. Children are offered a good range of activities and experiences during their time at the nursery. This includes a balance of child led and adult directed play opportunities. Children are able to join in with planned activities or to self-select from a good range and variety of equipment. This develops children's independence and personal responsibilities. They use their imagination through role-play and creative activities.

All children, whatever their ability, are individually valued by all members of staff and their creative art work is displayed beautifully around the setting. This raises children's self-esteem, sense of accomplishment and self confidence. Children enjoy warm interactions with staff and volunteers, when, for example, they are told stories in the book corner. Each child is assigned a key worker, to foster links between the nursery and home. Children are grouped into age groups and individual staff are responsible for planning activities for their groups.

The planning of activities is good and takes into account all Areas of Learning. Plans are flexible enough to enable children to enjoy unplanned events such as looking at snow when it falls unexpectedly. This approach extends children's interest and natural curiosity as learners.

Younger children benefit from appropriate age related planning and assessment, as dedicated staff introduce the Birth to three matters framework effectively. Parents receive sufficient information on younger children's development, which enables them to understand how their children are progressing.

### **Nursery Education**

The quality of the teaching and learning is good. Children are offered a vast range of play opportunities, which is helping them to make good progress along stepping stones towards early learning goals. Staff have a good awareness of the Foundation Stage curriculum.

Children are made to feel part of the group and they are encouraged to take responsibility during their time at the nursery. For example, they relish in helping to pack things away during tidy up time. They are developing their concentration when becoming involved in routine activities such as, circle time and work time. Older children are learning to listen to other children during news time. They are learning about self control when waiting patiently in line when going to the toilet. They are able to go to the toilet independently, however, due to the position of the toilets in the building staff have to escort them to the toilets.

Staff value what children say and develop children's language skills and thinking by asking questions and extending their imaginative play by talking about dusting and how educational computer games are played. Children have opportunities to develop their speech when contributing at circle time, when they talk about and share their personal news. Children have many opportunities to develop their writing skills. For example, many mark making tables and resources are available for children to use which include, chalks, pencils, crayons, wax crayons. Older children are encouraged to write their names on their own work. Children learn that print has meaning when being told stories and when self selecting from a good range of books. Older children are able to hold books correctly and enjoy pretending to read the story when sitting with peers.

Children are encouraged to progress their counting skills when, for example, becoming involved in counting the number of children attending at circle time. Staff bring this alive by counting individual children visually by touching each child's head at the same time as counting. Other counting and learning about number is developed by the use of computer games, and puzzles. A display showing fruit with numbers up to five gives children a visual representation of the formation of numbers. However, opportunities are missed to develop children's understanding of simple addition and subtraction counting and number recognition, when for example, children line up to go to the toilet, sit down to have their snack and are given out plates and beakers. The planned shop, although enabled children to enjoy playing with money, does not include a price list to introduce number. This limited children's ability to develop their understanding of calculation.

Children enjoy participating in planned physical activities that develop their gross and fine motor skills. They are able to slide and climb on a climbing frame both indoors and outside. They can ride on trikes and three wheelers when riding around a planned road with road signs. They are able to roll out play dough using appropriate tools and complete jigsaw puzzles. Older children are able to manipulate IT equipment using a mouse. Activities such as sticking and gluing help to develop their eye to hand co-ordination.

Staff successfully involve the children's families in activities to help them learn about their local environment. For example, farmers introduce children to sheep, by bringing them into the setting and allowing children to feed and touch them. Children learn about the natural world when planting bulbs, and learning about hibernation, hedgehogs and their habitat. Trips to the post office introduce children to the posting process as they send letters to Father Christmas.

Visitors to the group, such as the emergency services and the library service extend children's understanding of people that help us. Children have sufficient opportunities to learn about other cultures, as staff plan a range of activities to celebrate other cultures. For example, they celebrate festivals that include Divali and the Chinese New year. Planned activities include experiencing an Australian day where children enjoy sitting in a large tent and eating a barbeque.

Children become involved in a vast range of creative activities, which include a range of painting media such as, free painting, marble, bubble and blow painting. Children thrive and play unreservedly in the role play area busying them selves when pretending to dust and clean. Adults promote children's imagination by extending their play by pretending to eat meals prepared by children and talking about dusting and cleaning. Children run into the setting and instantly dress up in role play items pretending to be brides.

A clear assessment system employed by staff ensures that a suitable record of each child's development is made. Staff use this information to plan for next activities. Good curriculum planning clearly indicates learning intentions and identifies different learning abilities. This careful planning enables children with different stages of learning to be accommodated for and challenged appropriately.

A range of observation methods are adopted by staff and are used effectively to record children's development and progress through the stepping stones and this information is shared informally with parents.

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

The provision is good.

Children from a variety of backgrounds and those with special needs are welcomed into the setting. They settle well forming very good relationships with other children and with caring, attentive staff. Older children are confident, caring and self-assured, with a clear understanding of the routines and boundaries of the setting. Younger children are developing these skills. Staff and volunteers have a calm approach in all situations. This reflects in children's behaviour which is generally good. Staff use lots of praise when, for example, children help to tidy away and staff remind children not to run. Children thrive on receiving reward stickers for bringing items in from home to support the planned theme. This promotes positive behaviour and raises children's self esteem.

Children have access to a range of books, resources and activities that promote their understanding of other cultures and others around them. Festivals such as Chinese New year where children can use chop sticks to eat noodles makes learning about others fun. Children's spiritual, moral, social and cultural development is fostered.

Very positive feedback is provided by parents who report that they are very happy with the setting and their child's progress. Parents are made to feel very welcome. New parents are able to stay at the setting until they feel comfortable about leaving their children in the care of staff. Parents are encouraged to become involved in the nursery by joining in activities such as cookery. This promotes a good environment for staff and children. Good, relevant, information

is gained from parents and carer's which enables appropriate care to be given. A complaints log has been established, to be used if necessary.

Children with additional needs are very well cared for. The nursery's Special educational needs coordinator (SENCO) is very knowledgeable, enthusiastic and has a very good understanding of the recording process and how to work alongside outside agencies to promote children's welfare and development. Staff work with consideration and utmost care towards children with additional needs. For example, staff plan specifically to include children with special needs or special educational needs within the overall planned curriculum. Individual educational plans and play plans with achievable targets ensure that all children's needs, whatever their ability, are considered.

The partnership with parents and carers is good. Staff work very closely with parents. Regular newsletters, and a parents' information board provides parents with up-to-date information on events within the nursery. Parents appreciate receiving detailed news letters as this provides them with relevant information as well as informing them of forthcoming events. A parental suggestion box and parental questionnaire enables the setting to evaluate their practice and to reflect on it, to meet parental wishes.

## **Organisation**

The organisation is good.

The nursery creates a well organised and welcoming environment for children. Staff and volunteers are well motivated, experienced, caring and keen to extend their knowledge and understanding of childcare. For example, staff plan to attend up-to-date training on the Birth to three matters framework. This enhances children's welfare and will encourage their natural curiosity to learn new skills. Children engage enthusiastically in different play opportunities as the planned layout of the hall enables children of different abilities and age groups to move from one activity to the next. However, the organisation and the timing of some planned activities such as circle time and close of session story time are disruptive as children of different ages are not always able to concentrate. Children's work is well displayed. Systems are in place to ensure that staff continue to attend training and extend their skills for the benefit of the group. Under threes benefit from the use of the use of the Birth to three matters framework and good organisation of toys, resources and space, enables children to move around freely and to self select.

A rigorous and robust recruitment process is in place, which ensures that staffs with relevant experience and qualifications are employed, with ongoing support, to look after children. Staff work well as a team and are well deployed. The registered person and staff are committed to promote the needs and education of children. They do this by regular evaluations and by discussing issues at team meetings.

The leadership and management of the setting is good. The setting has a good expectation of providing good nursery education for children. Children's time at the setting is enhanced by the dedication of staff and volunteers. An effective team, involving the registered person regularly reviewing and evaluating activities and processes. For example, staff evaluate planned activities and use these findings to plan for future activities. The nursery is well aware of its

own strengths and weaknesses and regularly evaluates each session as well as evaluating themselves. They do this by having discussions at staff meeting by asking parents for their views and by sending out questionnaires. Overall the nursery meets the needs of the range of the children for whom it provides.

### **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):

- ensure that the organisation of group activities for all aged children sustains their interest

#### **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 children's interest in counting, recognition of number and subtraction.

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)