



## **Pembury School House Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	127440
<b>Inspection date</b>	28 February 2007
<b>Inspector</b>	Felicity Gaff
<b>Setting Address</b>	Lower Green Road, Pembury, Tunbridge Wells, Kent, TN2 4EB
<b>Telephone number</b>	01892 825580
<b>E-mail</b>	
<b>Registered person</b>	Pembury School House Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

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

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

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

### The key inspection judgements and what they mean

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

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

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

### WHAT SORT OF SETTING IS IT?

Pembury School House Nursery is managed by a voluntary management committee. It opened in 1989 and operates from the former school house on the site of Pembury Primary School in Pembury, Kent. There is a secure outdoor play area and children also have limited access to an adjacent school hall.

The nursery is open from 09.00 to 12.00 on Mondays to Fridays, during school term times. There are additional sessions from 13.00 to 15.30, on three to five afternoons a week, according to demand.

A maximum of 20 children aged from two to under five years may attend the setting at any one time. There are currently 56 children on roll; of these, 32 children receive funding for nursery education. The nursery currently supports a number of children with learning difficulties

and/or disabilities, as well as a number who speak English as an additional language. Children are drawn from the local area.

There are six members of staff; of these, three hold appropriate early years qualifications and one is working towards a recognised qualification.

The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Staff provide a clean and hygienic environment in which children are well-protected from illness and infection. Staff take effective action to protect children from unforeseen hazards on the premises. Children practise good personal care routines.

They select from healthy choices at snack time. However, they do not have easy access to fresh drinking water at all times. There are suitable arrangements to ensure any dietary requirements are met.

Children are beginning to learn to care for themselves because staff routinely explain the reasons for everyday health and hygiene routines.

They enjoy good opportunities for active physical play, out of doors or in an adjacent hall; however, staff do not plan clearly what they want children to achieve.

There are effective procedures for caring for sick or injured children. Systems for recording accidents and incidents have been improved to protect children's confidentiality.

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

The provision is good.

Children's safety is well promoted because they are cared for in suitable premises and staff take generally effective steps to minimise risks.

Children develop independence as they use easily accessible washbasins. Water temperatures are limited to prevent the risk of accidental scalding. However, staff do not back this up by establishing a 'no hot drinks' policy in the play room.

There are good systems for controlling access to the nursery and for preventing children reaching unused areas.

Toys and play materials are clean and staff check them regularly to ensure they are safe. Toys intended for older children are stored appropriately so that younger children are prevented from reaching unsuitable items. Staff carry out effective daily checks of the premises and equipment to minimise risks to children.

Staff attend child protection training, which is supported by robust written procedures. These enhance the ability of both staff and the committee to protect children from harm or abuse.

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

The provision is satisfactory.

Children feel secure at the nursery. Staff follow effective routines to help them and their parents feel at home. They create strong relationships with children and their families, which promotes their confidence and independence.

Although children select some of their own play resources, which helps develop their independence, staff provide too few opportunities for children to solve their own problems. For example, craft activities are not organised to allow children to solve problems, or to experiment with a variety of materials to express their own ideas. As a result, they often wait passively for adult directions and staff sometimes construct parts of activities for them.

The afternoon sessions provide a calm and nurturing environment in which two-year-old children are able to flourish. They are confident and relaxed with the attentive staff and rapidly learn to play alongside and with each other. For example, several children become deeply involved in exploring play dough, as they enthusiastically make and count 10 fat sausages.

### **NURSERY EDUCATION**

The quality of teaching and learning is satisfactory. Children are cooperative and behave well. Staff provide clear explanations that help them understand how to care for equipment and each other.

Staff organise some suitable and well presented teaching activities to promote children's development in language, literacy and mathematics. Children eagerly demonstrate their understanding of phonics as they identify similar initial sounds. They learn to recognise their own names as they self-register on arrival and are encouraged to write them on their pictures and models. They delight in 'helping' a hand puppet count and compare numbers. They engage in a variety of first hand practical activities, such as gardening, hunting for minibeasts and visiting the local library to develop their knowledge and understanding of the world. However, staff do not use their knowledge of what individual children understand or can do, to ensure they make good progress; some children are asked to repeat tasks they can accomplish easily.

Staff provide too few opportunities for children to learn about reading and writing for real purpose, through well-planned imaginative role play. The provision of prepared components for children to assemble, and cartoon-style worksheets for them to colour, restricts development of their confidence in expressing and developing their own creative ideas.

Staff keep some records of what children do or say. However, these are often not sufficiently evaluative to show what children understand and what they need to do next. Staff do not relate their observations to the stepping stones and do not use them to plan for children's future learning. As a result, children's progress is uneven.

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

The provision is good.

Children begin to understand their own needs and those of other people as they cooperate well in their play. They mark festivals from a range of different cultures to help them develop respect for the diversity of modern Britain. There are very effective procedures for identifying children with learning difficulties and/or disabilities. Staff work closely with parents and outside agencies to identify individual learning needs and establish appropriate approaches to meet them.

Children behave very well and staff provide good role models. They create a calm and ordered environment with consistent expectations, which staff explain clearly to the children. As a result children develop a strong sense of right and wrong. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Parents receive a great deal of information about the care and education provided before their children join the nursery. There are very good arrangements, both formal and informal, for staff and parents to exchange information about children's progress. These include regular consultation meetings and individual communication books. Parents take an active part in their children's learning, as they help them find items beginning with the letter of the week to bring into the nursery.

## **Organisation**

The organisation is good.

There are clear and comprehensive policies and procedures in place to support children's welfare, that conform to current legislation. Children's confidential records are stored discreetly and securely to protect their privacy.

The committee has a clear understanding of its responsibilities and carries out appropriate checks to ensure staff are suitable to care for children. The manager organises staff rotas well. Ensuring high staffing ratios are maintained, so that children receive good adult support and supervision at all times. Staff are encouraged to attend training to develop their skills. The setting meets the needs of the range of children for whom it provides.

Leadership and management of the nursery education are satisfactory. The manager has introduced clear written guidance and regular staff meetings, to develop staff understanding of the Foundation Stage.

However, records of what children do and achieve are vague and are not used to inform future plans. The manager does not consistently monitor children's records, to ensure that they are sufficiently challenged to make optimum progress in all areas of learning.

## **Improvements since the last inspection**

At the last care inspection the provider agreed to develop the provision for outdoor play, and to increase multicultural play resources. The provider also agreed to improve the written

procedures for reporting significant events, as well as those for handling complaints and for child protection.

Outdoor play provision now provides a suitable range of interesting opportunities for children to explore all areas of learning. The increased provision of multicultural play resources promotes respect for cultural and ethnic diversity. There are now suitable written procedures to promote children's welfare. Written statements provide sufficient guidance in handling complaints from parents and for notifying Ofsted of significant events, such as serious accidents to children. There is clear guidance for protecting children from harm or abuse.

At the last inspection of nursery education the provider agreed to improve the opportunities for children to make choices. Planned activities are now organised to allow children limited opportunities to develop their independence and creativity, by selecting some of their own play materials and deciding how to use them. However, craft activities remain adult dominated, allowing insufficient scope for originality and experimentation.

### **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 satisfactory.

### **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):

- make improvements as indicated in the nursery education section below

#### **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 systems that allow assessments of what children do and achieve to inform future plans, and which are clear, concise and quick to complete

- improve opportunities for children to make choices and solve problems in creative activities (also applies to care)
- develop role play areas to provide a rich resource for children to explore reading, writing and mathematics for real purposes

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)