

Grayswood Nursery School

Inspection report for early years provision

Unique Reference Number	120049
Inspection date	27 June 2007
Inspector	Christine Clint
Setting Address	The Village Hall, Grayswood, Haslemere, Surrey, GU27 2DE
Telephone number	01428 658931
E-mail	
Registered person	Grayswood Nursery School
Type of inspection	Integrated
Type of care	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.

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?

Grayswood Nursery School opened in 1981 and operates from Grayswood Village Hall, which is near Haslemere in Surrey. Children attend from the village and the local area.

The nursery accepts children from the age of 2 years and 6 months and there are currently 39 children on roll. This includes 17 children in funded educational places. Children attend for a variety of morning sessions during the week. The nursery operates during school term times and sessions are from 09:15 until 13:10 hours on Monday and from 09:15 until 12:15 hours on all other weekdays.

There are 8 members of staff who work with the children and 6 staff have early years qualifications in child care and education. Staff who hold current certificates in first aid training are present in the nursery every day. The setting has close links with the village school and the wider community and there is regular contact with the local early years network. The nursery supports children with learning difficulties or disabilities. At the time of the inspection 22 children were attending.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children make their own decisions about playing inside or outside during the morning, they have ample opportunities for manoeuvring wheel toys, riding on scooters and digging in the sand trough. They take part in the nursery sports day and use the large climbing frame at times. Children can often use the adjacent village green for organised events and they have previously enjoyed spontaneous play in snow. They have weekly music and dance sessions with a visiting teacher and they excitedly take part in many activities which encourage them to move their bodies. They march and gallop to music and they learn to dance and wave ribbons whilst they move, they sing and learn to name parts of their bodies.

Children are cared for in very clean and fully organised premises, where all equipment and play resources are stored daily. Staff follow effectively planned procedures for maintaining hygiene, they use the dishwasher for many items to prevent cross contamination and the sand and malleable materials are changed very frequently. Parent helpers are present at every session to carry out routine daily chores and to assist with maintaining cleanliness. Children's health is meticulously considered at all times and all children are supervised when using the toilets. There are effective and planned routines for nappy changing. Children are successfully learning about personal hygiene through the daily repetition of hand washing before snack time, they thoroughly wash their hands and learn to dry them. Children also learn about hygiene with food when they help with the preparation of fruit.

All requirements for children's first aid and medication needs are in place, there are fully comprehensive procedures and all parental permission is included. A first aid kit is immediately available and staff with up to date first aid training are always present. Parents are well informed about the attendance of sick children and there is a high level of daily liaison between parents and staff.

Children flourish at snack time because they are fully settled and the atmosphere is relaxed. Staff encourage conversation at every table and children can take as long as they like. They are learning about each other's allergies because staff explain where children should sit if they want to drink water only, they also explain why some children cannot drink milk. Children decide where to sit, they can learn to pour their own drinks and help themselves to prepared fruit. They have various fruit every day and the children themselves take turns to prepare this with staff. They all use plates and carry these away from the table when they have finished.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safely cared for in the spacious hall, with ample light and ventilation. They are supervised at all times during outdoor play in the fenced area. The main entrance is secure and the nursery have a doorbell for any parents or visitors. All visitors' attendance is signed and timed on the premises. Notices are fully displayed for parents in the entrance area and they are welcomed with children at the start of the day.

Children have freedom to choose from a wide selection of well organised and planned activities during the morning and these are explained to them, when they gather together for story time at the beginning of the session. Children move between activities spontaneously and can choose

to spend their time in any area. Children help to tidy the toys and staff pack all equipment away daily, they can easily identify items that are unsafe.

Children are learning about the nursery rules to maintain safety and they know that they must not run indoors. Staff are vigilant in maintaining safety and they complete a check list of the premises and the outside play area daily; they also assess risks involved in local outings and plan the ratio of adults to children accordingly. Children take part in regular fire drills and these are recorded in the register; staff also include a record of the time taken to evacuate the premises. There are procedures in place for lost or uncollected children.

Children's welfare is fully considered and staff have attended training in child protection, they show an understanding of the procedures for referring any concerns. A policy is in place and parents are notified of the duty to respond. The policy has recently been amended but does not show the procedures to be followed in the event of any allegations against staff.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children mingle with confidence and interact with each other. They make decisions about their activities and they are very used to the daily routines of gathering together during the morning, to listen and learn. They move freely and show enthusiasm, they respond to staff well and know instantly that the sound of the bell signifies that they must sit on the mat. Older children are very settled and secure in their surroundings and younger children have higher levels of attention from staff at times, when they are feeling less secure.

Children are developing strong social relationships because they have opportunities to follow their own natural curiosity and take part in first-hand experiences. They paint and copy from real items on the craft table, using colours that match the fruit. They take part in experiments and watch the raisins travel up and down when they are put into lemonade. Children know where to find more puzzles when they have completed the ones on the table and they are encouraged to take responsibility for themselves at snack time. There is a clear nursery ethos of all free choice activities being child led and of allowing children time when they need to concentrate for longer. The frequent re-grouping together during the session, consolidates children's understanding and gives them guidance as to what happens next.

All children attending have individual plans for play and their development is very closely monitored. The Birth to three matters framework is comprehensively linked with all plans for activities. Staff ensure that younger children have continuous opportunities alongside their older peers, to increase their self esteem, to gently learn about right and wrong and develop their emotional, physical, social and intellectual capabilities.

Nursery education.

Children are strongly developing their personal and social skills, they show increasing independence in choosing and being involved in activities. They often increase their concentration skills alone, when reading from pictures or painting still life. Children initiate ideas and speak in a familiar group at snack time and during group activities. Children play together and laugh with each other, they demonstrate an understanding of appropriate behaviour and follow the nursery rules for finishing their play and for helping at tidying up time.

Children competently use language, they remember the bear hunt story and can use words to describe walking through the mud. They relish the social conversation time during snacks and interact with staff and each other. Older children clearly write their names by tracing the letters in the sand, they know and understand letter sounds and can sound the letters in their name. Children use their own words to connect ideas and explain what is happening during the experiments. They learn a new story every week and can remember and repeat this back to staff at the end of the week, many activities are linked with the theme of the story. Children ask and answer questions about the story at group time. Children listen attentively when staff use a quiet voice, they learn about whispering, talking normally and show that they understand when the rhyme requires them to shout loudly.

Children have many opportunities to include rhythm in words and songs. They sing together frequently and practise moving in time to music, marching and galloping and expressing their movements by using ribbons when they dance. Children show confidence in recreating the still life images of fruit, they spend time painting and clearly represent the shapes and colours. They use stencils and understand how to follow the outlines of the wooden shape.

Children can instantly recognise and name number symbols up to eight, they can count and understand quantity, recognising when there is more or less and using appropriate language and understanding. Children recognise and name different shapes, they know how to make a circle on the floor, they use shaped cutters with the play dough. Children learn to count the pieces of fruit as they prepare them for snacks, they understand that cutting fruit in half, gives two pieces. Children are learning to use knives safely when they sit with staff to prepare the fruit. They are competently pouring their own drinks and they use tools with the play dough and in the sand trough. Children have planted seeds and grown sunflowers, using tools and implements. They balance on the beam in the gym corner and practise a variety of body movements during physical activities. Children readily understand that exercise makes them warmer and they know the sound and feeling of their hearts beating faster.

Children fully appreciate the experiments that staff provide, they keenly help to tear up the paper to use with the comb. They drop the raisins into the lemonade and watch what happens, they offer good explanations. They know about the life cycle of caterpillars and watch them turn from chrysalis to butterfly. They happily share and take turns with the computer, learning to control the mouse with staff assistance. Children eagerly tell staff what they are planning to do for the rest of the day and who they will spend time with. They have ample opportunities to link with the local school, church and the wider community.

The quality of the teaching is outstanding. Staff are very well deployed at all times and hold children's attention during activities through very suitable questioning and by following children's own ideas and responses. Staff have a sound understanding of how children learn, they have excellent knowledge of the Foundation stage curriculum and full records of children's individual progress and levels of learning are in place. Each child has an individual play plan which is linked to their progress in the stepping stones of the early learning goals. Staff observe and record children's achievements and these are thoroughly repeated until staff are sure that children have consolidated their learning. Staff ratios are high on certain days of the week enabling staff to have regular time for observing and completing records on their key children. There are clearly visible systems in place for evaluating children's progress and staff can instantly see where there are gaps in their learning and these are accurately included in the future planning. Children are making strong progress across all early learning goals because the aims of the nursery ensure that children learn at their own pace, through their own play.

Helping children make a positive contribution

The provision is good.

Children have a variety of resources which reflect the diversity within society, they make puzzles which show people of different ages, abilities and origins. Children wear traditional clothes from other nationalities and they celebrate Chinese new year and Diwali. They have close links with the local church and attend Christian festivals and they celebrate children's birthdays. Children with other religious beliefs have previously attended and the nursery have accommodated their individual needs well.

All children have individual play plans and any children with learning difficulties or disabilities would be managed according to their needs. The nursery has close links with parents and other agencies to provide professional advice and guidance.

Children behave very well, they respond to staff instantly when they hear the bells and they know it is group time, this helps to reassure and confirm the boundaries in place. Children are asked about the nursery rules and they know that there is 'no running indoors'. They are frequently praised for sitting well, for listening attentively and for responding. Children are eager to help with tidying and they work well together. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Children are happy and settled in the nursery because their parents are welcomed and invited to stay for the first group time at the start of the session. They learn about the story of the week and listen with children, they know what children will do during the morning. Parents regularly attend as helpers and can take part in the nursery session, they can see their children learning through play. They are provided with a hand book and a nursery prospectus and this has information relating to the nursery policies and procedures including details of contacting Ofsted for any complaints. Parents have regular newsletters, they attend open evenings annually and they are very aware of their child's key worker.

Parents are well informed about the Foundation stage curriculum and they know that they can see their children's development profiles at any time. They provide sound information to inform staff of children's level of development on entry to the nursery, which is clear and helpful, although there are no systems in place to encourage parents to up date this or regularly contribute to children's development profiles.

Organisation

The organisation is good.

Children's care and the daily management of the nursery is well planned and organised. There are clearly indicated levels of support from the committee and from the parents who volunteer to help staff daily. Documentation is fully available to show that all newly appointed staff are checked as suitable to work with children. The nursery has soundly stated aims and all policies and procedures are in place, although some are being updated and further amendments are required to reflect changes in the regulations. The registration certificate is displayed and children and staff attendance is clearly recorded; although children who leave early do not have the time of their attendance marked in the register.

There is a high ratio of staff to children at every session and staff qualifications include a broad range of knowledge and expertise. Staff are motivated, competent and work very well as a

team, they all show a keen response to children and dedication to the nursery and their roles. Staff continue to attend training and seek advice through the local early years network. They are evaluating their practice, through the introduction and trial of new ideas and routines, for example the hand washing methods which take place within the main hall. Staff are strongly aware that systems for managing can be changed according to children's needs.

The leadership and management is outstanding. All staff show strong levels of following child led activities and supporting the nursery ethos of each child making choices and influencing their own level of learning. They work collaboratively in planning and providing activities and resources to give children a broad choice of opportunities for play and learning. The planning in place for all children enables staff to follow each child's individual progress and provide opportunities to link their learning needs with the next focus activity. Staff have a broad knowledge of the Foundation stage curriculum and the methods they use of evaluating children's progress, have enabled them to make clear observations of children's abilities. All staff complete annual self appraisals and these are linked with training opportunities.

Staff show a proactive attitude towards evaluating all aspects of the provision, they are prepared to support and give full attention to any routines that encourage and provide the best opportunities for children's learning. All staff value their roles and clearly support children's learning and development. The setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last care inspection the provider was asked to ensure that evidence of staff's criminal records bureau clearance is logged and made available to parents. Newly employed staff now have clear documentation in place to show that all clearances have been completed and the systems established, ensure that children are well protected. The provider was also asked to ensure that water is freely available to children at all times. Children can readily access water within the main hall during the morning if they are thirsty.

At the last education inspection the provider was asked to include story sacks for children and provide information for visiting students. The nursery now have seven story sacks which are used in the story club frequently and children can borrow these to use at home. This enhances the provision for communication language and literacy and increases children's involvement. Any students attending the nursery would be linked with a staff member, they would follow an induction process and have specific instructions, to enable them to work effectively with staff and children.

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

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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 policy for child protection includes the procedures to be followed if there are any allegations against staff
- ensure that the register shows the time of departure of any child who leaves early

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):

- include opportunities for parents to regularly contribute to their children's development profiles

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