

Milland Valley Nursery School

Inspection report for early years provision

Unique Reference Number	EY236009
Inspection date	28 June 2007
Inspector	Michele, Karen Beasley
Setting Address	Milland Memorial Hall, Iping Road, Liphook, Hampshire, GU30 7NA
Telephone number	07876260780 or 01730 892754
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Registered person	Milland Valley 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 good.

WHAT SORT OF SETTING IS IT?

Milland Valley Nursery School is a privately owned group and was registered in 2002. It operates from the Memorial Hall in the village of Milland. The group has sole use of the hall and outside play areas when sessions are operating. A maximum of 26 children may attend the setting at any one time. The setting is open school term terms on Monday 09:10 - 12:10, Tuesday 09:10 - 3:10, children can stay for lunch until the next session starts at 13:00, Thurs 09:10 - 12:10, children can also stay for lunch until 13:00 and an extended session is also available for older children until 15:00. Friday from 09:10 until 12:10.

There are currently 34 children from two to five years on roll. Of these, 24 receive funding for nursery education. Currently the setting supports two children with additional needs and two children who speak English as an additional language.

There are seven staff working directly with the children of whom five hold child care qualifications. All staff are first aid trained. The setting has close links with local Primary Schools, sharing resources and training and is a member of the West Sussex network Group.

Additional activities provided by external specialists include music and French once a week.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children talk about how to keep their bodies healthy and they recognise the importance of eating a healthy balanced diet. They help themselves to milk and water, recognising when they are thirsty, for example after outside play. Children are encouraged to pour their own drinks and confidently make choices from a range of snacks including fruit, which sometimes they help prepare. This develops their independence and their understanding of healthy eating. Children benefit from the good hygiene procedures in the provision, which are implemented effectively providing a healthy environment for the children.

Practitioners are aware of the systems to record all accidents, however dates and times of accidents are not being recorded consistently, which consequently does not ensure the children's health and safety. Secure systems are in place for the administration of medication, helping to keep the children healthy and ensure the parents are well informed. Parents sign all records to acknowledge the entries and give written consent prior to medication being administered. Children are protected because all practitioners are qualified in first aid. This ensures the children will receive immediate treatment in the event of an accident.

Children enjoy a wide range of energetic physical activities such as music and movement, balancing and climbing, which contribute to their good health and physical development. They use climbing equipment in the outside play area to develop their physical skills and co-ordination. Children move around the setting freely and with confidence outside looking for mini beasts in the wooded areas around the premises. Children have opportunities to develop their small muscle skills and are becoming competent learners. They independently use tools such as hole punchers, glue sticks and scissors and enjoy taking part in creative activities.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a large hall. During the sessions children have sole use of the building. Children independently access toilets, which are situated in the hall. Visitors are required to sign in and out of the setting. However, when in operation sometimes the provision leaves the main door into the building un-locked for parents to bring their children in and the doors into the pre-school unlocked. This is not fully effective to ensure security for the children. Staff are well organised when setting up a wide range of activities for the children to participate in and children's work is displayed in the setting where possible to value their contributions to the group.

Children benefit from using a wide range of safe resources because procedures are implemented effectively to ensure all equipment is checked regularly, providing the children with a safe play environment. All furniture is child height to ensure comfort and there is a mat and cushions portraying emotions in the book corner available for children who need to rest. There are appropriate fire safety procedures in place, for example there are extinguishers and a fire blanket in the setting. Children practise fire drills, which are recorded. Secure systems are in place to ensure children leave with adults who are known to practitioners and written details are obtained from parents regarding who can and cannot collect their child, which contributes to ensuring children's safety.

Children are well protected and safe guarded from harm because practitioners have a secure knowledge of their roles and responsibilities regarding protecting children in their care. They know how to implement child protection procedures and ensure parents are fully informed about their role with regards to child protection issues. Effective systems are in place to ensure children are protected from people who have not been vetted which contributes to ensuring children are safe.

Helping children achieve well and enjoy what they do

The provision is good.

Children of all ages are very happy and settled in the group. Children enthusiastically explore their surroundings, initially moving from one activity to another to see what is on offer. They soon settle down and are all busy and occupied with the activities they have chosen. Although there are many activities to choose from, such as making salt dough animals, using a lap-top, dressing up; vehicles and play mat, there are opportunities for children to select freely if they want to do something else. Resources are stored in low level storage units which are accessible to the children, enabling children to develop their self-selection and decision making skills.

All practitioners working in the setting have a good knowledge and understanding of child development and make extremely good use of the Birth to three matters framework to guide their planning and observations of children's progress. They provide an exciting and stimulating learning environment, in which young children initiate much of their own learning, helping them to develop high levels of independence and competence in these early stages of their learning.

Nursery Education

The quality of teaching and learning is good. All the staff have a very clear understanding of the Foundation Stage and early learning goals. Key workers observe the children in their own styles and collate the information as it is transferred to their individual records of achievement. The children's records contain observations, for the building of 'child' files for the parents and helping staff to track the children's progress in all areas throughout their time in the pre-school. The information gathered in the files is used to inform the curriculum, to ensure all activities are planned to meet the children's individual needs. The staff team extend the children's ideas and effectively question the children, making them think about what they are trying to achieve and the best way to reach their goal. Staff have a comprehensive understanding of the developmental needs of children and this enables them to differentiate the activities to cater for all ages and abilities. They extend activities effectively for some children and lower the level to meet the needs of others, building their self-esteem as they set obtainable challenges for all the children.

Children are developing good self-care skills during the daily routines. They independently change their shoes into wellington boots, hang up their coats, wash their hands and own cups and bowls after snack time. Children work well together and are learning to co-operate effectively during their play and they negotiate roles. Children's spoken language and listening skills are developing exceptionally well, staff talk quietly and calmly throughout the sessions. Children speak openly in group situations, expressing their feelings, sharing experiences. They talk about 'going to a friends birthday party' and 'mini beasts they have brought' in to show 'the group'. Children have access to pens and pencils during every session on the mark-making trolley, and have opportunities to practise their emergent writing skills using sand, chalks and chalk boards.

Children use mathematical language to describe quantity, shape and size during everyday activities. They count confidently and recognise numerals during games. However, on inspection day this was mostly child initiated and not developed and extended by all practitioners. Children make their own salt dough, talking about how it feels and making mini beasts such as worms and spiders out of it. They are developing a good understanding of other cultures as they cover festivals from around the world. They enthusiastically try new foods, listen to music from other countries and learn about the stories and legends behind the celebrations. Children are able to sing a wide range of songs from memory and confidently match actions to rhymes. Staff incorporate other learning experiences. For example, looking at bark, ants and snails, a good discussion took place about where insects live and what they eat. Children have ample opportunities to express themselves freely during art and craft and role-play during the sessions.

Helping children make a positive contribution

The provision is good.

Children develop a very good sense of responsibility and belonging to the group. They all involve themselves in helping to pack away and this is enhanced as children are encouraged to take on roles within the pre-school, for example helping to wash up their own cup and bowl after snack time. Children's behaviour is extremely good because they have a very clear understanding of what is expected from them. They display good levels of confidence and high self-esteem because practitioners value all positive behaviour and re-enforce this through continual praise to celebrate achievements. Practitioners are highly effective in the way they manage children's behaviour helping them to think about why their actions are not kind and the impact this has on others.

Children are very aware of the similarities and differences between themselves and other people as this is enhanced through stories and discussion with practitioners in their play using a range of resources promoting diversity and planned activities. They gain an understanding of their local community benefiting from people visiting the setting, such as the local police. Their understanding of the wider world is extended as they explore different countries such as Argentina and Australia and looking at other countries with differing climates. Children learn about a range of cultures and beliefs through activities linked to special events and festivals. For example, they invite in relatives from different cultures to cook traditional foods such as spring rolls for Chinese New Year. Children's spiritual, moral, social and cultural development is fostered.

All children thrive because they are highly valued as individuals by practitioners who work with them. They are fully included in all aspects of the provision and effective systems are in place to support children with additional needs. Practitioners have a good knowledge and understanding of children's individual home and family circumstances, and relationships are enhanced because of the implementation of the key worker system across the setting. Children benefit greatly from the strong relationships between practitioners and parents securing the links between home and the setting. Effective and flexible induction and settling in procedures enable parents to share information about their child and to feel at ease in the group. Parents are well informed about the provision through a variety of ways, including information in the setting's prospectus, details displayed for parents and regular newsletters. They are encouraged to play an active role in the group such as helping out in the setting and accompanying children on trips.

Partnerships with parents of children receiving nursery education is good. Parents receive information about topics and activities through regular letters and details about what their

child is involved in on a daily basis are discussed informally and displayed. Parents are welcome to look at their child's records at any time and those that help out in sessions discuss their child's progress with practitioners. Systems to ensure parents are kept fully informed about their child's ongoing progress towards the early learning goals are fully developed. Practitioners identify children's individual next steps in their learning and this information is shared with parents, enabling them to help to support this in the home, which gives them the opportunity to fully contribute to their child's learning.

Organisation

The organisation is good.

Children benefit because the pre-school is extremely well organised and experienced practitioners work exceptionally well as a team. The deployment of staff and the implementation of a successful key worker system enables all children to feel settled, develop a sense of self assurance and belonging to the group and build secure and trusting relationships with practitioners and their peers. Communication between the managers and practitioners is highly effective, for example through regular meetings and informal daily discussions, ensuring the pre-school runs smoothly and operational issues are addressed. Practitioners are clear about their roles and responsibilities and a recruitment and appointment procedure ensures all those working in the pre-school are suitable to do so.

High importance is placed on monitoring and evaluating staff performance and development. Individual training plans are developed for each practitioner ensuring they regularly update and enhance their skills and knowledge, which impacts on the learning opportunities they provide for children. Practitioners have a secure understanding of the policies and procedures within the group, which are updated on a regular basis. These are implemented across the setting to ensure that, overall children's health, safety and wellbeing are successfully promoted. The setting meets the needs of the range of children for whom it provides.

Leadership and management is extremely good. All practitioners have a secure knowledge of how to successfully promote children's learning. Good systems are in place to plan and evaluate the educational programme, and how this is delivered; procedures to monitor the curriculum ensuring all aspects are sufficiently included and the recording of children's individual achievements are fully developed. Practitioner's enthusiasm and belief in their role as early educators enhances the good opportunities children receive and the individual progress they make during their time at the setting.

Improvements since the last inspection

At the last inspection the setting was asked to ensure children's safety by maintaining and storing food at the required temperature. The provision has purchased a fridge thermometer to ensure perishable items are kept at the right temperature. The setting was also asked to ensure the visitors book, fire log book, accident, existing injuries and medication procedures are maintained with the required details. Contact numbers have been included in the visitors book. Fire evacuation procedures are being recorded in the fire log book. Existing injuries are being recorded with the required details. A new accident book has been purchased, however times and dates of accidents are not being consistently recorded therefore another recommendation has been raised. Procedures are in place to acquire more detailed information from parents with regards to the administration of medication. This ensures the children's health and well being. The setting was also asked to increase, the opportunity for children to

develop an understanding of subtraction. New maths equipment has been purchased and subtraction has been included in the planning of the curriculum.

Complaints since the last inspection

Since 1 April 2004 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 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):

- improve security of main doors into the setting to further promote children's safety
- increase opportunities for children to prepare their own snack and improve the recording of dates and times of accidents

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):

- increase opportunities to ensure effective learning takes place, particularly with regards to the development of children's mathematical language.

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