

Buriton Nursery School

Inspection report for early years provision

Unique Reference Number	110015
Inspection date	05 June 2007
Inspector	Gill Moore
Setting Address	Buriton Village Hall, High Street, Buriton, Petersfield, Hampshire, GU31 5RX
Telephone number	01730 260953
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Registered person	Buriton Playgroup
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?

Buriton Nursery School is a community group which is managed by a committee of parents and volunteers and opened in 1989. It operates in the village hall in Buriton which is situated about two miles from Petersfield. Children have access to outside play facilities. The nursery serves the children of the village and surrounding area.

The nursery is registered to provide care for 18 children from two to five years, although it is the group's policy to only take children from two years nine months. There are currently 20 children on roll; of these 16 children are in receipt of funding for nursery education. The nursery school is open Monday to Friday 09:00 - 12:00 and 12:30 - 15:00 Tuesday afternoon during the school term.

The committee employ a qualified leader to be responsible for the day to day running of the group. In addition, two qualified members of staff work with the children. The nursery includes some Montessori teaching in the curriculum.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of taking regular exercise and looking after their bodies. They talk about why it is important and their understanding is enhanced as they engage in exercises at the beginning of each session. Children discuss the need to warm their bodies up slowly before running and jumping around and sit and relax quietly after their physical activities recognising that they need to calm their bodies down. Their understanding of spatial awareness is developed as they ride cars and tractors outside in and out of cones and enjoy using the traffic lights in their play. Children engage in a wide range of physical experiences daily, both inside using the large hall and outside using the concrete area, playing fields and games court. Equipment, such as climbing apparatus, slides and balancing beams help develop their control and co-ordination and they enjoy using smaller equipment, such as bats and balls to practise catching and throwing at a target.

Children's physical needs are well met, for example practitioners change nappies wearing gloves and implement effective health and hygiene procedures. They have opportunities to rest when they become tired using large cushions in the book area. Children stay healthy because all practitioners have relevant up to date first aid qualifications and secure procedures are in place to deal with accidents and the administration of medication. Children recognise the importance of following good personal hygiene routines and independently wash their hands without being reminded before they sit down for snack. They use anti-bacterial pump soap and individual paper towels to wash and dry their hands. Older children remind the younger ones to follow good personal hygiene routines, when they forget, showing a very good awareness of why this is important.

Children begin to gain a very good understanding of healthy eating through discussions with practitioners and healthy options are provided at snack times. They make their own choice about when they want to have snack across the session and develop high levels of independence as they select the piece of fruit they would like, peel and cut it and serve it on the large plate in the centre of the table. Parents are encouraged to provide the food at snack times and these are shared by all children. They benefit from a wide selection of fruits and breadsticks and experience some more exotic fruits, including mango, coconut, pineapple and kiwi. Children help themselves to drinking water or milk. They discuss different types of foods talking about how each helps the body to grow and recognise that some children have alternative options due to allergies.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit enormously because they wander freely and safely between the inside and outside learning environment across the session. Practitioners make each other aware as children move areas, which helps ensure their safety at all times. The premises are secure and accurate records are maintained relating to who is on and off the premises. Children are protected from people who have not been vetted, for example visitors to the group and parent helpers, and identification is requested, which helps to safeguard children. Secure procedures are in place to ensure the safe arrival and collection of children, including the arrangements for when a parent or carer is unable to collect their child from nursery. Children develop their self care

skills using the toilet without supervision and although the nursery operates from shared premises, the group have sole use of the building whilst sessions are running.

Children's safety is promoted because practitioners are vigilant and place high importance on ensuring children are safe. Formal risk assessments and daily checks help identify possible risks and hazards and steps are taken to minimise these. For example, fencing is erected each morning to secure the outside play area. Plug sockets have been made safe and the main entrance to the building is kept locked once the session has began. Children gain a very good awareness of how to keep themselves safe and talk about this across the session. They are reminded how to carry chairs safely when they want to move them and recognise the need to wear sun hats when playing in the hot weather. Children discuss why they must listen and stay together on outings and hold onto the banisters as they go up and down the stairs to the large hall. They confidently talk about the procedure for emergency evacuation recognising what to do and practise this at regular intervals with practitioners. Children discuss how to keep themselves safe when crossing roads as they play in cars using traffic lights outside.

Children are protected and safeguarded because practitioners have a clear understanding of their role with regards to child protection issues. Injuries children arrive with are discussed and recorded and parents are provided with good information about practitioner's role with regards to protecting children in their care. All practitioners have a secure understanding of different types of abuse and possible indicators that may cause concerns. They know how to implement nursery and local child protection procedures ensuring children's welfare remains a priority.

Helping children achieve well and enjoy what they do

The provision is good.

Children have a wonderful time at nursery and are happy, confident and independent learners. They know the routine well and come running excitedly into the group ready for registration and a time for group discussion. Children develop high levels of self assurance because they are extremely well supported by practitioners who recognise when they are a little reluctant to leave their parents following a holiday period. Gentle reassurance and discussion about what they have been doing over the half term break encourages children to talk about their experiences with their peers, and show the items they have brought in from home. Children laugh and giggle as they run away from Mr Wolf chasing them during their game, and form secure relationships with practitioners who join in their play. Younger children benefit from mixing with their older peers and develop high levels of independence. They fetch brushes and help to sweep up before story time and pack away play equipment when they have finished using it.

Children become skilful communicators and competent learners talking about their ideas through play, learning to use the computer and showing very good concentration in their individual activities. Younger children are extremely well supported by practitioners who adapt their teaching and questioning techniques, enabling children to build on what they already know before introducing new skills. Practitioners have a secure knowledge of child development and recognise how children learn most effectively. They provide a rich and vibrant learning environment, in which all children are able to make their own choices, and implement some aspects of Montessori teaching. Consequently, children play a dynamic role in their learning and enjoy a wonderful range of first hand experiences.

Nursery education

The quality of teaching and learning is good. Children are excited about their learning, highly motivated and fully engrossed in wonderful experiences across the session. They benefit enormously from the exciting and stimulating learning environment and become autonomous learners helping themselves to the extensive range of resources and equipment. They count, sort and match shells and coins in their play and confidently recognise corresponding numerals. Children begin to compare numbers and use very good mathematical language when comparing their height as they decide to measure themselves. They play with sand, comparing the weight of objects, and make predictions about how many funnels of sand it will take to fill the jug. Children benefit immensely because they lead their own learning, for example by fetching some water to add to the sand when they decide they want to change the texture.

Children have wonderful opportunities to be creative and express their imagination, for example acting out their real and imagined ideas through role-play in the garden centre. They plant seeds, fill pots with compost and exchange coins for items they pretend to buy. Children develop very good skills in using tools, such as scissors, staplers and glue sticks. They help themselves to a wide range of textures and materials making collages and explore different media, including sand, jelly, water and paint. Children use their senses to talk about how things feel, taste and look, for example when being introduced to new fruits at the snack table. They use very good language to describe the differences comparing how some fruits can be eaten with the skin on. Children discuss why some fruits have stones and pips inside and recognise the different tastes and textures.

The use of time and space is highly effective in promoting children's development across all areas of learning. Children wander freely between the inside and outside learning environments and take resources and equipment with them as they wish. Their understanding of space is promoted as they recognise a specific number of children can play in each area at a time. This also helps develop their concept of time as they wait for a space enabling them to play and write their names on the list, for example when wanting to play on the computer. Children enjoy using the laptops and are confident to do so, without the help of an adult. They show real excitement observing the caterpillar in the jam jar and talk about the eggs that the nursery stick insects have laid. Children's learning is significantly enhanced because practitioners make excellent use of the local area to promote their development. For example, children go for regular walks and outings to the duck pond, the manor house and around the village. They observe tadpoles and re-visit to see how they transform into frogs. Children use magnifying glasses to examine butterflies and ladybirds and begin to recognise the differences between wild and garden flowers. They compare shapes in the environment, notice numbers on doors and examine road signs learning to follow directions.

Children's curiosity and investigative skills are promoted through planned activities, such as mini beast hunts, cookery and planting marigold seeds. They grow their own vegetables, including potatoes, carrots and runner beans in the nursery garden and later dig these up, cook and eat them together. Children participate enthusiastically in singing sessions and explore sound and rhythm using a wide range of musical instruments, which are available across every session. They enjoy resting in the quiet area and exploring books independently and with their peers, and delight in group story sessions. Children join in with familiar stories and re-tell these using props, such as teddies and bowls as they recreate the story of Goldilocks and the three bears.

Extremely skilful practitioners are highly effective in the way they use children's self chosen play to extend their individual learning. They have an excellent knowledge of children's individual abilities and adapt their questioning techniques to support younger children and provide

sufficient challenge to the older and more able ones. For example, children's understanding of sounds and letters is developed as practitioners help them to sound out words when they write shopping lists in role-play. They form letters in sand and use wooden letters to help them practise writing. As they gain in confidence children are encouraged to use these letters and begin to build up simple words. Additional resources, such as picture cards in boxes, help children think about how a word sounds before selecting the correct letters to form this word. Children have independent access to a very good range of writing tools and materials and practise writing in many different situations. They use the whiteboard and pens, make lists and individual books and write letters to one another. Their recognition of letters is very good and children's writing is extremely well developed.

Children's learning is significantly boosted because they are fully involved in the planning. Practitioners are highly effective in the way they build on children's interests and use their ideas and suggestions to plan activities and experiences linked to topics. Consequently, all children are highly motivated, show high levels of enthusiasm and interest and play a dynamic role in their learning. This flexible approach to planning is highly effective and has a positive impact on the progress children make. The recent topic, all about space, enabled children to make spaghetti galaxies and papier Mache planet mobiles. They learnt about different planets and astronauts and enjoyed making individual costumes from large boxes dressing up as aliens and engaging in role-play.

Children benefit because practitioners know them extremely well. They make an initial assessment, when they begin nursery, which helps plan the next steps in their learning. Secure systems are in place to observe and make regular assessments of children's achievements through their individual play. This helps each key worker identify individual targets for each child, although a system to record these and share them with parents has not yet been implemented. Practitioners use this information to adapt their teaching and help children work towards achieving these targets through routines, planned activities and their independent play. Consequently, all children thrive during their time in the setting and are able to achieve their individual potential.

Helping children make a positive contribution

The provision is good.

Children flourish during their time at nursery, developing exceptionally high levels of independence, confidence and self-esteem. A strong emphasis is placed on developing children's understanding of how to take care of themselves and how to be courteous towards one another. They show a strong sense of self assurance and belonging to the group and are encouraged to take responsibility. For example, children pack resources away when they have finished playing, help clean tables and sweep floors and prepare and serve their own snacks. They self register on arrival to nursery, wash up mugs when they have used them and place their belongings and coats in trays and on individually named hooks. Children develop secure trusting relationships with practitioners and their peers and their behaviour is very good. They know what is expected of them and work and play well together learning to co-operate and negotiate with one another. They support younger children and are sensitive to their own needs and those of others. Practitioners are highly effective in the way they manage children's behaviour, helping them solve their own problems and encouraging them to be responsible for their actions and think about how their behaviour impacts on others.

Children are highly valued as individuals by practitioners who know them extremely well. They know their individual needs and family circumstances and talk to children about things that

happen at home as well as at nursery. For example, one child is encouraged to share her exciting news about her baby brother with all her peers. This promotes much discussion about children's individual families and practitioners use discussions and stories to help children recognise the similarities and differences between themselves and others. Children have wonderful opportunities to learn about their local community in the village where they live and benefit from regular visitors to the nursery as well as going on many walks and trips. They visit the local church, railway station and chalk pits and make food parcels at Harvest, which they take to the church for distribution. Children's understanding of diversity and the wider world is promoted through activities and experiences linked to special events and cultural festivals. For example, they make chapattis, flower gardens and lanterns to celebrate Diwali. Children perform in the Christmas nativity in the church for their parents and locals in the village and learn about Chinese New Year making dragons, trying different foods and looking at costumes worn. As a result, children's spiritual, moral, social and cultural development is fostered.

Children benefit enormously because secure links are in place between home and nursery and the setting promotes an extremely effective partnership with parents. Secure relationships are established and maintained between practitioners and parents, which helps children to settle and develop high levels of self assurance and belonging. Parents are extremely well informed about the nursery through a variety of ways. They receive detailed information in the parent booklet, which includes in-depth information about the Foundation Stage Curriculum. Plans are displayed, information is provided on the notice board and regular letters are sent home. Daily informal discussion takes place and the implementation of home link books helps to enhance the links between practitioners and parents ensuring children's individual needs are fully met. Parents speak very highly of practitioners and feel their suggestions and comments are valued, for example as they are invited to complete regular questionnaires and surveys and take part in fundraising events.

Partnerships with parents of children receiving nursery education are good. Parents are extremely well informed about topics and activities and experiences their child is involved in. They are helped to recognise the links between children's play and the stepping stones through discussion and the use of photograph albums. Children benefit because parents are encouraged to share information about what their child can do when they begin nursery, which helps practitioners establish their individual starting points. They exchange details about children's achievements regularly, for example through the use of the home link books and parents receive written reports highlighting children's individual progress in relation to the early learning goals. Practitioners discuss children's next steps for development informally with parents. However, parents do not receive details of their individual learning targets, which impacts on their ability to fully contribute to their child's learning by helping to work towards these at home.

Organisation

The organisation is good.

Children's care and learning is significantly enhanced because practitioners have an excellent knowledge of child development. They recognise how children learn most effectively and provide a safe and stimulating learning environment, where every child is able to achieve their individual potential. Communication between practitioners is extremely good and takes place through meetings and informal daily discussion at the beginning and end of sessions. Practitioners work exceptionally well as a team and consequently, the nursery school is extremely well organised and sessions run smoothly. Clear roles and responsibilities are defined between the management committee and the pre-school leader and all practitioners know and implement effective policies and procedures, which are reviewed and updated regularly. As a result,

children's health, safety and well-being is promoted. The required documentation is available, and records are accurately maintained, helping to promote successful outcomes for children.

Robust procedures are in place to recruit, appoint and induct new staff ensuring children are cared for by suitably qualified and experienced practitioners. However, a system to ensure the ongoing suitability of those already working in the nursery has not yet been introduced. The secure induction programme ensures that practitioners are extremely well supported and given appropriate guidance and training in order for them to fulfil their new role. Effective systems are in place to continually monitor staff performance and development. This is achieved formally through the implementation of staff appraisals, including an aspect of self evaluation, and informally as the supervisor influences practice on a daily basis acting as a role model working in the group. All practitioners attend regular training opportunities and meet with other early years practitioners to update their skills and knowledge, which impacts on the learning opportunities they provide for children. Consequently, the setting meets the needs of the range of children for whom it provides.

Leadership and management are good. Management place high priority on recognising strengths and identifying areas for improvement on a continual basis. They share the same vision and strive to implement this. All practitioners plan and evaluate together ensuring a balanced programme is delivered for nursery education. Secure systems are in place to monitor the curriculum ensuring all aspects are sufficiently included and the implementation of the daily routine, and presentation of the learning environment, enables children to direct their own learning and make good progress in all areas. High priority is placed on evaluating experiences and assessing the impact these activities, and overall teaching, has on children's individual progress. Information gained from assessment, and children's own ideas and suggestions, are used to plan future activities and help children move on to the next stage in their learning. Consequently, they develop at a rate that is suited to their individual needs and every child is provided with opportunities and support to achieve their individual potential during their time at Buriton Nursery School.

Improvements since the last inspection

At the last care inspection the nursery school were asked to ensure all the necessary documentation is in place, including all the required information about staff and volunteers, and the written records of fire drills. They were also asked to ensure parents are given information about the group's policies and procedures and that they are made aware of the contact details of Ofsted should they wish to make a complaint to the registering body. Finally, they were asked to obtain written parental consent to seek emergency medical treatment.

All required documentation is now in place. Records include detailed information about all staff and volunteers, which helps to ensure children are protected. Fire drills are recorded in the register and a more detailed record is maintained in the fire log book. This includes an evaluation of the evacuation from the premises, helping to promote children's safety. Parents receive detailed information about the policies and procedures relating to the nursery school through information provided in the parent booklet. In addition, some are displayed on the notice board and a full copy of all procedures can be viewed in the parent folder. Contact details for Ofsted are included in policies and displayed on the board, ensuring all parents are well informed about how to make a complaint. Parents are requested to provide written consent for their child to receive emergency medical treatment at registration. This helps ensure their health is maintained in an emergency situation.

At the last nursery education inspection the nursery were asked to include planning for physical activities within daily plans to ensure consistent development in the children. They were also asked to increase opportunities for all children to use information and communication technology on a regular basis.

The whole staff team has changed since the last inspection. The system for planning now includes physical activities on a daily basis, ensuring children's development in this area is continually assessed and monitored. The use of space and presentation of resources allows children to use laptop computers, keyboards and remote controlled equipment across the sessions as they choose. Consequently, children are confident in using this equipment and make good progress in this area of development.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider of Ofsted to take any action 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):

- implement a system to ensure the ongoing suitability of staff already working in the setting

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):

- implement a system to record children's next steps for development and increase opportunities for parents to be informed about these and how they can support their child's learning at home

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