

Shiplake Village Nursery

Inspection report for early years provision

Unique Reference Number	133699
Inspection date	02 May 2007
Inspector	Susan Victoria May
Setting Address	Memorial Hall, Memorial Avenue, Shiplake, Henley-on-Thames, Oxfordshire, RG9 4DW
Telephone number	01189 404738
E-mail	
Registered person	Shiplake Village Nursery
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Shiplake Village Nursery has been established since 1966, it has been in its present location since 1990. It takes place in the village memorial hall. It serves the local village community of Shiplake in Oxfordshire and the families living in the surrounding rural area. The village hall premises include a nursery room, main hall, a kitchen and toilet facilities. The main hall is used by other community groups. There is a suitable enclosed area for outdoor play attached to the hall.

The nursery may care for children aged two years to under eight years and the summer club children from three years to under eight years. A maximum of 20 children may attend at each session. There are currently 36 children on roll in the nursery of whom 28 are nursery education funded three and four year olds. The summer club numbers are variable.

The nursery is open from 09.10 to 12.10 on Thursday and Fridays and 09.10 to 12.10 and 12.10 to 15.00 on Monday, Tuesday and Wednesday. A four plus group is held on Monday and Wednesday afternoons; and a lunch club from 12.10 to 13.10 on Monday, Tuesday and Wednesday during term time. Children may attend for a variety of sessions. A summer club is

available for two weeks during the summer holidays and is open from 09.15 to 13.00. The group are able to support children with disabilities and/or learning difficulties and children for whom English is an additional language.

Four members of staff care for the children, three of whom have appropriate childcare qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean, safe environment where staff are good role models and follow effective hygiene procedures such as wiping tables before snack and cooking activities. Children follow routines very well; for example, they know to wash their hands before eating, after messy play and using the toilet. However, while soap is provided it is not easily accessible, this is not consistent with the otherwise good practice. Nappy changing procedures include effective procedures to prevent cross infection. Children begin to understand about their bodies and how to keep well, for example a child with a cold explains how sleep and keeping clean will "get rid of the germs" and make her feel better. Children benefit from efficient systems to record accidents and have a policy for medication administration. All staff members hold suitable first aid training. This promotes and safeguards children's welfare.

Children enjoy physical exercise and participate enthusiastically in free play; they explore, test and develop physical control in daily indoor and outdoor experiences. Staff have regard to the early childhood curriculum such as Birth to three matters and the Foundation Stage. This understanding of each stage of development means the youngest children are confident to try out new skills, ask for help when needed and set their own limits within the environment. Older children enjoy physical exercise, participate enthusiastically in free play, and take part confidently in daily activities to increase control and co-ordination. For example, using tools and small scale construction toys.

Packed lunches are provided by parents for children who stay for the lunch club. Staff store lunch boxes appropriately to ensure the food remains fresh. Through topic work and discussion, children begin to understand the benefits of a healthy diet. During the session children receive a snack of fruit and a biscuit, children take it in turns to be helpers and count the number of drinks needed for children on their table. However, they have little further input as staff serve the prepared snack to them. This does not help develop skills to promote children's independence. Snack and meal times are a social occasion, enjoyed by all; this helps provide children with a sound foundation for future eating habits.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment, where staff assess and minimise potential risks. Staff check visitor's identification and ensure they record their visit, Staff supervise the children at all times; and good arrival and departure procedures safeguard children's welfare. Parents enter and leave the premises via a key code door manned by staff. Staff accurately record children's attendance times and they are aware who is able to collect the children. There is ample space indoors and outdoors for children to move and play comfortably and child-sized furniture supports them in their play. Children

access and use an extensive range of suitable and safe equipment indoors, which is age appropriate and cannot fail to help them thrive and meet their developmental needs, fewer resources are available outdoors. Older children confidently request and self select additional resources to extend and support their play.

Fire exits are clearly marked and staff and children are aware of the emergency evacuation procedures as this is practised regularly. Children learn to keep themselves safe and avoid accidental injury by not running inside, respecting others when waiting in a line and not entering the garden without staff. Children are protected because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary.

Helping children achieve well and enjoy what they do

The provision is good.

Children gain confidence and self-esteem as staff praise their efforts encourage them to achieve; and provide activities which are stimulating, fun and within the children's learning abilities. Staff sit with the children, encouraging their participation. Children happily share their news and views and staff listen and respond to them showing interest and concern. Children settle well and are clearly comfortable and relaxed in the setting. Staff welcome them into the nursery room that is set out attractively with activities to encourage the children to use. The environment is bright and eye-catching as staff display the children's work and child related posters and pictures. Children are involved in a broad range of planned activities and spontaneous events, which support their development and learning. For example, cooking activities; water play, using the computer, building with construction equipment, painting on the easel, and accessing equipment such as magnifying glasses.

Children acquire new knowledge and skills, increasing their co-ordination, language and imaginative development well. Children have their needs met, as staff have a very good understanding of their individual needs and have regard for early childhood curriculum such as Birth to three matters and the Foundation Stage. For example, younger children listen to short stories appropriate to their age; while older children listen to more complex stories developing their concentration skills. All children enjoy and join in with songs and action rhymes. Children access a wide range of interesting and stimulating activities to increase and reinforce their learning, this fosters their curiosity to learn and explore. Staff build up good relationships with the children, helping them to feel comfortable, enabling them to flourish. Staff provide sensitive support, ask effective questions to help move learning forward and anticipate their needs. Staff often join in children's play and encourage them to partake in activities, such as dancing and singing.

Nursery Education

The quality of teaching and learning is good. Staff organise activities and the routine effectively to ensure children can anticipate and predict what will happen next, and have plenty of opportunities to join in planned and spontaneous events. Staff have a very good knowledge of the Foundation Stage and children's individual levels of learning, which helps children to achieve their full potential. They effectively monitor and accurately record children's progress and achievements, and use this evidence to successfully move all children's learning forward. Children access a wide range of interesting, stimulating and fun activities, resources and equipment, increasing their skills and development in all areas of learning.

Children show an interest in numbers and counting, and use number names and number language spontaneously. They enjoy joining in with number rhymes and songs, and are beginning to complete simple addition and subtraction. They are able to select the correct numeral to represent one to five and some children can count to nine and beyond. They say and use number names in order in familiar contexts, for example when counting the number of cups needed for the number of children on their table. Children show curiosity and explore their environment inside and outdoors. For example, they showed interest in a bumble bee and excitement when they found a spider and a wood louse out doors. They have independence in selecting and carrying out activities and show increasing levels of competence, often engaging in play for extended periods, for example, when using the computer, building with construction and at circle time. Children follow instructions well and complete tasks wanting to please staff. Children are confident and articulate speakers and are beginning to use complex sentences and initiate conversation with their peers and with adults.

Children are becoming confident in using information technology equipment. They eagerly complete simple self-rewarding programmes on the computer. They learn about and take part in celebrating festivals from their own and other cultures, such as their birthdays, Chinese New Year and Pancake Day. Children use their senses to explore and participate in activities, such as tasting different foods, touching media such as sand, water and dough, seeing changes and images in cookery; art and crafts and using the information technology equipment. Children handle small tools and equipment safely and with increasing control. For example, paintbrushes, pens and the computer mouse.

Helping children make a positive contribution

The provision is good.

All children are welcomed and play a full part in the nursery day because staff highly value and respect their individuality and the family circumstance for each child. Children behave well and are polite. Staff and older children support younger children in sharing and turn taking. Staff have high expectations and consistent boundaries for the children, which helps them to learn negotiation skills. Staff demonstrate an extremely positive approach to help increase children's understanding of right and wrong and children respond well to gentle reminders to care for each other, resources and the environment. The staff demonstrate a sound understanding of caring for children with disabilities and/or learning difficulties or English as an additional language although none currently attends.

Children have frequent opportunities to learn about themselves and each other through topic work, everyday and planned activities. This fosters children's spiritual, moral, social and cultural development well.

Partnership with parents and carers is good. A strong partnership with parents contributes significantly to children's learning in the nursery. Staff actively seek parent's involvement in the setting and with the children's learning, for example, they send out parental questionnaires about aspects of their provision and seek parent's views about the children's needs and interests prior to their attending the nursery. Staff ensure all parents receive good information about how their children are progressing and developing through everyday discussion and sharing records. This helps staff and parents work together to help children make progress. This positive relationship reinforces children's sense of belonging and ensures their confidence in the setting.

Organisation

The organisation is good.

Staff enhance children's care, welfare and learning opportunities through good organisation. Leadership and management are good. Children are happy, secure and enjoy their time in the setting because staff offer good care and attention to their needs. Staff ensure children are never left unsupervised with persons not vetted, that ratios are maintained throughout the sessions and the correct amount of staff on duty hold suitable qualifications. This supports their wellbeing. Staff work very well as a team and good communication and guidance allows them to provide a stimulating, well-balanced and smooth flowing programme throughout the day. All legally required documentation, which contributes to children's health, safety and wellbeing is in place and is regularly reviewed, the complaints procedure however, does not include the correct contact details for the regulator.

Children benefit from qualified and experienced staff who are very caring. Staff are committed to attending further childcare training and development courses, which management support. This helps them to reflect, monitor and improve the quality of the care and education they offer to all children. Carefully thought out and comprehensive planning provides a good balance of adult and child led activities to allow the children to develop at their own pace indoors. However, children would benefit from further consideration when providing resources and planning for the six areas of learning through outdoor play. All staff are effectively involved in monitoring and recording of children's achievements. Good evaluation procedures help to inform future planning; thereby contributing to the children's learning opportunities.

The provision meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last inspection the provision was asked to effectively deploy staff to support the needs of the children. This has been achieved through good organisation and forward planning. The staff team communicate well and provide flexibility within the daily routine to ensure children have good support at all times.

The provision was also asked to provide opportunities for parents to regularly access information on their children's progress. Verbal communication provides parents with daily information about their child and the comprehensive and accurately recorded record keeping system provides parents with further details. Staff hold regular parents events to discuss children's development. Parents have open access to their child's records and may see them at any time.

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.

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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):

- consider ways to develop children's skills at snack times to help promote independence
- ensure children are able to follow good hygiene practices by ensuring soap is accessible in the bathroom
- update the complaints procedure to include latest contact details for the regulator

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):

- continue to extend the curriculum to include the six areas of learning; through planning, and the use of resources in the outdoor area

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