

Stoborough Nursery

Inspection report for early years provision

Unique Reference Number	153468
Inspection date	12 June 2007
Inspector	Bridget Copson
Setting Address	Stoborough School, Corfe Road, Stoborough, Wareham, Dorset, BH20 5AD
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Registered person	Stoborough Nursery
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 outstanding.

WHAT SORT OF SETTING IS IT?

Stoborough Nursery opened in 1994 and operates from within a portacabin in the grounds of Stoborough First School, Stoborough, Wareham. A maximum of 16 children may attend the nursery at any one time. The group is open each weekday during term time only from 08:45 - 11.45, and up to four afternoons, from 12.45 - 15.15, according to demand. A lunch club is also in operation between 11.45 -12.45 to 11.45. Children have access to the school outdoor play areas and hall.

There are currently 32 children aged from two to under five years on roll. Of these, 26 children receive funding for early education.

The nursery is run by a parent committee which employs seven members of staff, most of whom hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for within a clean and hygienic environment. Staff have good systems in place to prevent the spread of infection. For example, disinfecting table tops before snack and meal times, daily cleaning routines and hand washing. They also clean toys and equipment each half term. This ensures most resources are kept hygienic and in good condition. Children learn about managing their own personal hygiene well through hand washing regularly and guidance from the Health Visitor.

Children enjoy a nutritious range of snacks at breakfast and mid-session through visiting the 'café style' break area. For example, they choose from dried fruits and cereals at breakfast and fresh fruits with wholemeal bread, breadsticks or crackers at break. Children also learn about the importance of healthy eating through helping make snacks, such as fruit 'smoothies', making healthy food collage plates and bringing in their favourite healthy foods to share with the group. They have access to drinking water at all times throughout the day to ensure they do not get thirsty. Children's health and fitness is promoted very well through daily physical activities in the different outdoor play areas and during two sessions each week in the school hall.

Children's health is further promoted through documentation kept. This ensures any accidents, incidents and medication given is carefully recorded and signed by parents for consistency of care. In addition, staff keep a list of children, along with photographs, detailing any additional health or care needs. Three staff hold appropriate first aid certificates and a first aid kit is available at all times, and checked regularly. This supports staff well in caring for children appropriately in the event of an accident.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for within a well-maintained portacabin. This is organised into different areas of play to allow children to move about and explore independently under the close supervision of staff. Children access well-maintained and age appropriate toys from the low level units. Staff ensure anything requiring closer supervision is kept out of children's reach. This allows them to play freely and safely in all areas.

Children are protected well through the effective measures in place, both indoors and out within the school grounds. Staff complete risk assessments and daily checklists for all areas of the provision to maintain high standards of safety. Children learn about keeping safe through staff guidance. For example, learning the safety rules for indoor and outdoor play, remaining within the boundary cones, managing steps and using craft tools independently. They also practise the fire evacuation procedure each term and meet external professionals relating to personal safety.

Children's welfare is safeguarded by staff who have a good understanding of their role and responsibilities regarding child protection and the procedures involved. Staff also keep accurate records regarding children's attendance, any visitors on the premises and confidential injury records.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive very happy and are confident in saying good bye to their carers. They seek out staff to share news and find friends to play with. They enjoy a good range of resources and activities to support their learning and development. For example, they use their imaginations well in many different creative activities, role play environments and with constructional and small world activities. They also complete puzzles and problem solving activities and enjoy physical play outside. Children are developing very good personal independence. For example, they explore and move about freely within the different play areas and are confident where to find their favourite toys. They also enjoy helping staff and taking responsibility for their own personal care.

Younger children benefit from the same learning experiences and activities as those in receipt of nursery education funding. Staff use the Birth to three matters framework as a focus for promoting all aspects of their development. They then use children's own interests and choices to provide additional experiences and adapt challenges appropriately, according to their stage of development.

Nursery education

The quality of teaching and learning is outstanding.

Children benefit greatly from the staff's excellent understanding of the Foundation Stage. Their learning is planned using topics as a focus for linking activities to support them in making connections. For example, children are currently exploring 'Sea life'. Within this, they visit the Sea Life Centre, sing related songs, use books for linked stories and finding out facts, they make fish pictures, play with fish in the water tray and play mathematical fish games. Staff skilfully seize spontaneous opportunities to promote learning still further. They ask lots of meaningful questions to encourage children to think and make decisions and to promote their communication and self-confidence.

Children's progress is monitored very well by key workers who observe them continually and discuss their development as a team each week. Their next steps are highlighted and linked to future planning to ensure they are flourishing in all areas. Staff interact with enormous energy and enthusiasm to support children's experiences, to extend challenges and to ensure all children have fun. As a result, children are highly motivated, interested and making very good progress.

Children arrive bursting with excitement and confidence. They show enormous affection towards staff and are forming close friendships with peers. They are very interested and highly motivated, choosing activities with enthusiasm and remain engaged for long periods. For example, a group of children create a dance area in the garden and bring many additional toys outside from the play room to extend their game. They then involve a staff member in helping them create invitations to their summer party which they give out to others. Children show high levels of independence and initiative in their play and learning and self-care skills. Children are very confident communicators and listen extremely well at appropriate times. They spend time each session reflecting on what they have done to encourage them to think and express themselves. Children are developing excellent early literacy skills through learning about letters and their sounds and making superb use of books for stories and finding out information. They make continuous use of the wide ranging writing opportunities in all areas of the provision, for writing

lists, practising letters, drawing, labelling and recording scores. They also join in innovative activities to support their hand writing skills, such as 'finger gym' exercises.

Children are developing an excellent understanding of numbers. They count aloud in many group activities as well as spontaneously in their play. They are learning to recognise numerals and how to sequence them correctly. Children use good quality resources to learn about grouping and sorting objects and use inventive activities to re-enforce their very good understanding of shape. Children make excellent use of their environment to explore and investigate and to learn about time and place. For example, they study growth and change, such as the life cycle of live caterpillars and planting and tending tomatoes plants. They find out about living creatures through finding newts in the pond and going on mini-beast hunts. They also monitor changes throughout the seasons and meet members of their local community, such as visitors from the forestry commission and re-cycling centre, a vet, fire fighter, health visitor and librarian.

Children use an extensive range of physical play equipment with great control and co-ordination. They benefit from different outdoor play areas, obstacle courses as well as the school hall. This allows them to develop new skills and the changing environments keep them interested. Children freely access an excellent range of one-handed tools which promote their hand to eye co-ordination to paint, glue, cut, pour, spread, scoop, model and join materials. Children use their imaginations extremely well and many get highly involved. They benefit from an extensive range of free-expression creative activities at all times as well as adult led activities linked to their topic. They explore the texture and form of many different materials and explore colours and shades as they change when mixed. Staff are pro-active in encouraging children to seek out and move resources around the setting to extend their play, regardless of any mess created. Children join in music activities with enormous enthusiasm, such as choosing nursery rhymes to sing as a group and learning new songs with interest and persistence.

Helping children make a positive contribution

The provision is good.

Children are cared for with equal concern by staff. Good staff deployment, the effective organisation of activities and well-organised record keeping all ensures children's individual needs are met well. Children are developing a very good sense of belonging. For example, they use self-registering name cards on arrival and for choosing activities, they see photographs of themselves and share their own thoughts and news each session at group times. In addition, they are also encouraged to share aspects of their own lives, bring in things from home to support topics and get involved in the local community. The setting has a designated special educational needs co-ordinator who has attended training courses to support her in meeting any additional needs for children in their care.

Children behave extremely well and are clear what is expected of them. For example, safety rules, sharing and helping others, taking turns, listening well and showing good manners. They benefit from a positive environment within which staff involve and prepare children for changes, such as using a sand timer and encouraging children to help tidy up and prepare new activities. Staff offer lots of encouragement and praise and everyone claps together at group times to celebrate achievement. They also use an inclusive sticker reward system for raising self-esteem.

Children's spiritual, moral, social and cultural development is fostered.

Staff have established good partnerships with parents to the benefit of all children. Parents are provided with a comprehensive welcome pack informing them of staff and setting details,

policies and procedures and records used. However, this does not provide parents with any information regarding the Birth to three matters framework they use, to encourage them to get more involved in their child's learning. Parents complete records, sign a parental agreement and complete 'all about me' profile sheets on their child's home life, preferences and personality. All of this ensures children are cared for consistently and according to parents' wishes. Parents are kept well-informed through good daily communication, drop in sessions each term, notice boards and newsletters.

Partnership with parents and carers of children in receipt of nursery education funding is outstanding.

Parents are provided with many good opportunities to get involved in their child's learning. For example, they help on the rota, visit to share skills and encourage children to bring in items relating to current topics. They are also provided with extensive information to support them in extending their child's learning at home. For example, newsletters with details of forthcoming topics and events and how their child's learning will be promoted in each area. Also, nursery rhyme booklets and rhyming pair sheets to promote literacy skills.

Organisation

The organisation is good.

Children are cared for by a team of staff who are proactive in updating their knowledge and skills through attending training courses and workshops. This supports them well in their individual roles and in meeting children's needs. The setting has effective recruitment and vetting procedures in place. This ensures all staff are suitable prior to caring for children. Staff's on-going suitability is well-monitored through a three day induction programme, job description and annual appraisals. Annual training plans also promote staff development and address any training needs.

Children benefit from well-organised premises which are segregated into different areas of play, both indoors and out. Activities and staff deployment are planned effectively each week. This ensures children receive maximum support and use of the resources. In addition, this allows them to move freely between the indoor and outdoor areas throughout the sessions, to access the 'café style' break time and enjoy activities according to their own interests, unhindered.

The setting has effective systems in place to monitor the quality of care. However, this does not include the provision of information for parents regarding the framework for younger children's learning. Children's records and relating documentation is well-organised and updated each year to ensure children continue to be cared for appropriately and according to parents' wishes. Relevant information is easily accessible to staff and secure storage ensures confidentiality is maintained.

The setting meets the needs of the range of children for whom it provides.

Leadership and management is outstanding.

Staff have excellent systems in place to monitor the quality of nursery education and its strengths and weaknesses. For example, all staff complete a detailed self-evaluation throughout the year, attend weekly staff meetings and have benefit from a very successful personal development scheme. They also complete activity evaluations everyday. The setting shows an excellent commitment to improvement. For example, the staff have established close links with

the local authority who visit regularly. Staff value their support and act positively on all guidance and recommendations. In addition, action plans show how all areas for development have been addressed to the benefit of all children. The staff have very close links with the main school which all children attend. They use many of the school facilities and join in events throughout the year, such as sports day, art competitions and the summer outing. This supports children extremely well with their transition through school.

Improvements since the last inspection

At the last care inspection, the setting agreed to amend the procedures for keeping a daily record of the names of children and their hours of attendance, and the names of the persons who looked after them.

The setting has an accurate system of recording each child's actual times of attendance, staff caring for them that day and adults authorised to collect them. This ensures children's welfare is safeguarded.

At the last nursery education inspection, the setting agreed to provide further opportunities for children to use their imaginations and develop their own ideas in art activities. It agreed to develop ways to encourage the children to make more use the book area to promote their enjoyment of books and reading. Also, to plan and provide more opportunities for children to use challenging climbing equipment to support their physical development.

The setting now provides children with many resources to use their imaginations and extensive free-expression creative activities and resources to develop their own ideas in art activities. Staff read stories to children each session and support them in using reference books to find out information. As a result, children make excellent use of the books and show a great enjoyment of stories. Children make very good use of the excellent physical play provision, including large scale climbing equipment to support their physical development.

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):

- provide parents with more information regarding the Birth to three matters framework, to further support them in getting involved in their child's learning.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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