

4+ Nursery Class

Inspection report for early years provision

Unique Reference Number	113340
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Inspector	Lisa Jane Cupples

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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?

4+ Nursery Class is a privately owned group and has been a registered provision since 1989. It operates from the PTA hut, which is situated in the grounds of East Wittering Primary School and toilet and kitchen facilities are provided within the main school building. A maximum of 22 children may attend the nursery at any one time. The nursery is open term-time only from 09:00 to 12:00 and for afternoon sessions from 13:00 to 15:30, subject to demand. All children share access to outdoor play areas within the school grounds.

There are currently 29 children aged from two to under five years on roll. Of these, 21 children receive funding for early education. It is the policy of the nursery to accept children from two years and six months. The nursery serves children from all surrounding areas. The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs four members of staff; in addition to this the owner is regularly on site. Of these, four hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of personal hygiene and are developing good self-care skills through daily routines and regular discussions. They wash their hands at appropriate times and talk about 'making their hands clean, so they don't get poorly'. Children use individual hand towels, helping to prevent the possible spread of infection and staff implement stringent hygiene procedures to further protect the children. For example, staff ensure they always wash their hands before handling food and they wear disposable gloves and aprons when changing nappies.

The staff have a very clear understanding of the procedures to record all administered medication and accidents that occur on the premises and parents sign to acknowledge that they have been informed, helping to keep children healthy. Parents are also required to give written consent for staff to seek emergency medical treatment and prior consent for staff to administer medication. Children will receive appropriate treatment if an accident occurs on the premises because three members of staff hold a current first aid certificate and the owner ensures at least one of them is present at all times. A fully stocked first aid kit is stored in the play room and the owner checks the contents regularly to ensure it is up-to-date and well-maintained, helping to keep the children healthy.

Children benefit from a nutritious diet because the staff team have a clear understanding of healthy eating. They provide a wide range of fruit for snacks and discuss the needs of each child with the parents in detail. Children are beginning to understand about healthy eating through daily discussions and talk openly about which food is good for them 'helping them to grow big and strong' during daily routines and planned activities about healthy eating. Children take responsibility at snack time, helping to develop their social skills effectively. They take turns on the rota, serving the food and giving out the cups and plates, taking pride in helping each other. Staff find out about each child's allergies, medical, cultural needs and parental preferences through discussion, ensuring that their practice reflects the needs of the children and their families.

Children have ample opportunities to develop their large muscle skills during indoor and outdoor activities. They learn to balance and climb on the balancing beams in the school hall and take part in musical movement, developing their co-ordination effectively. Children benefit from the fresh air everyday, as they use the school playground and the playing field. Children throw and catch balls, roll hula hoops, skip, run and jump as they burn off their excess energy. They take part in practical activities, learning about their bodies and are beginning to understand the importance of a healthy lifestyle. Children know they get thirsty after physical exercise because their hearts beat faster when their muscles work hard, they have access to fresh drinking water throughout the sessions, increasing their independence. Children enjoy large group outdoor activities, such as using balls on the parachute; they co-operate well and work out how to move the ball around. They climb through a tunnel, negotiating and co-ordinating their movements well.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have access to an extensive range of toys and play materials. The resources are stored in clearly labelled, low-level units around the room, enabling the children to self-select the equipment throughout the session, increasing their independence and freedom of choice. The equipment and resources are suitable for the age and stage of the children who attend and are used effectively to support their learning and development in all areas. The space in the pre-school room is organised well, enabling the children to move around freely as they choose from the wide selection of activities and resources on offer. The resources and play materials are brightly coloured and set out to attract the children's attention. For example, the home corner is well stocked with writing materials and role-play resources, including dressing-up clothes, allowing the children to freely express themselves and develop their imaginations.

Children's safety is promoted effectively because daily risk assessments are carried out before the children arrive and include the outdoor play areas around the school grounds. Staff ensure the whole environment is safe for the children and they are escorted to the toilets in the school reception building. Children learn to keep themselves safe through routines, activities and discussions. They are able to explain clearly what happens during a fire drill and they understand the importance of protecting themselves from the sun. Children know they must not run inside the pre-school building and stay with the staff when they go over to the playground or school playing fields for outside play activities.

All staff have an exceptionally clear understanding of child protection procedures and would inform the supervisor and owner of the group if any concerns were identified and the relevant agencies would be contacted to safeguard the children. The comprehensive child protection policy is shared with the parents to ensure they are fully aware of the setting's role and responsibility towards safeguarding the children in their care. Children are protected because staff are vigilant and record all existing injuries and they are aware of the possible signs and symptoms of abuse.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settle quickly on arrival. They come into the pre-school full of energy and enjoy registration time, talking to each other about what they have been doing. Children have access to an extensive range of learning experiences within the setting, helping them to become skilful communicators and competent learners. Staff find new and innovative ways to gain and hold the children's attention during the session. For example, staff ensure many activities are set-up and encourage the children to self select resources throughout the day, increasing their independence effectively. However, some children's participation is not monitored well in activities during the session, and they occasionally wander about without purpose.

Staff interact with the children exceptionally well. At times it is difficult to see where the staff are as they play on the floor and sit at the child-size tables, fully engrossed in activities with the children. They listen carefully to the children and respond well to their needs, often providing additional resources to extend the children's own ideas. Staff have a clear understanding of the Birth to three matters framework and provide a wide range of experiences for the children. They incorporate new experiences into the daily routines, ensuring the children are provided

with an extensive range of activities to promote their play, learning and development exceptionally well.

Nursery Education

The quality of teaching and learning is good. Children thrive in this environment because the entire staff team have an exceptionally good understanding of the Foundation Stage and children are making good progress towards the early learning goals in all six areas. Key workers observe the children throughout the day, during free-play and planned activities to monitor their progress. They use the information gathered to inform the curriculum, ensuring it meets the needs of the individual children who attend. The staff team plan the well-balanced curriculum together at staff meetings, sharing information about each child and incorporating their needs into the short term plans. This ensures every child is able to reach their full potential through purposeful activities and strong support from all the staff. Each area of learning is monitored to ensure all the clusters are thoroughly covered.

Staff are extremely skilled at making the most of incidental learning opportunities alongside the well-balanced, planned curriculum. For example, during outside play a ball rolled over to some logs. The children started moving them around and started a mini-beast hunt, the staff picked up on this and detailed conversation followed about the insects they had seen. Staff differentiate the activities well because it is a small group and they get to know the children extremely well. However, differentiation is not included in the curriculum planning and the planned learning intentions are not displayed for all staff, as a result some learning opportunities are overlooked. Staff ask open-ended questions and give the children time to think about their answers. They respond well to the children, listening actively and extending the conversation from the children's lead.

Children are able to sit quietly and concentrate well during large group activities, such as registration time and circle time. Children are extremely confident and speak out in group situations; they ask questions and take an active part in discussions. For example, children are keen to share their ideas when talking about people who help us. Children concentrate extremely well and are persistent, showing determination to finish tasks throughout the day and they understand the group rules and co-operate well together. Children have ample opportunities to develop their emergent writing skills. They have access to writing materials throughout the day and they confidently name letters and link the sounds during the session. Children's spoken language is developing extremely well. They are able to clearly express their feelings and openly share their ideas with others. Staff extend the children's vocabulary at every opportunity and often repeat the new words so children can consolidate their learning.

Children use mathematical language to describe size, shape, position and quantity with ease during planned activities and free-play. Children are beginning to understand simple number operations and sequencing as they make clocks and put the numbers in the right order. They recognise numerals with confidence and count at every opportunity. Children learn about the world around them through exciting and unusual activities. For example, children enjoy looking at life cycles and they watched chicks hatch in a brooding box and incubator. Children's computer skills are promoted effectively and they use the computer keyboard and mouse with control as they use programs with confidence. They use everyday technology on a daily basis during activities such as listening games with tape recorders.

Children use a vast array of media and are given the time to experiment to learn about the properties. They use an extensive range of natural and manmade materials to freely express

themselves during craft activities. Children sing a wide range of songs from memory and confidently match actions to rhymes. They laugh and giggle as they sing and dance. Children use their imaginations well during role-play; dressing-up as doctors and helping to make the staff and their peers feel better, with the help of bandages, syringes and injections. They learn new words, such as stethoscope and vaccinations as they play.

Children extend the play effectively with the support of staff. For example, staff introduce the concept of rivers when talking about different environmental features. They use large strips of blue paper and pretend to wade through the water, paddling and splashing. The children watch in fascination and then realise the staff team's shoes will get wet. This instigates a mass removal of shoes and socks as the children can not wait to join in, 'splishing and splashing' around in the pretend river. These activities bring the children's learning to life, ensuring they have great fun as they continually learn through play.

Helping children make a positive contribution

The provision is good.

Children have many opportunities to learn about the wider world and develop an understanding of differences. They take part in practical activities during celebrations of festivals from around the world. They enjoy food tasting activities and learning to use chopsticks. Children dress-up in a variety of international costumes and celebrate differences on a daily basis. For example, during the theme of 'All about Me' the children talk about different hair and eye colours, various heights and where they live, helping them to accept that we are all different in many ways. Children benefit from the staff team's good understanding of equal opportunities. They are treated as equals with their individual needs being taken into account. Staff take the time to get to know the children and their families extremely well, enabling them to build strong relationships, fully supporting the children who attend. Children feel valued and develop a real sense of belonging as staff talk to them about their siblings and other family members. Children's social, moral, cultural and spiritual development is fostered.

Children with learning difficulties and/or disabilities are strongly supported in the setting. The supervisor of the setting is the special needs co-ordinator. She has been on training to help her understand her role and responsibilities. She has a clear understanding of the Code of Practice and works closely with the parents and other agencies. Staff manage the children's behaviour consistently and with a calm and relaxed approach. Clear rules and boundaries are implemented effectively, ensuring the children know exactly what is expected of them. Staff are extremely positive role models, encouraging the use of good manners and politeness at all times. Children are beginning to understand right from wrong and behave exceptionally well because staff give clear explanations, relative to each child's level of understanding. Staff ask questions to be sure the children fully understand the rules and why they are in place. Staff focus on positive behaviour and provide constant praise and encouragement, readily recognising the children's efforts and achievements. This builds the children's confidence and self-esteem, motivating them to do well and try their hardest without fear of failure.

Children benefit greatly from the strong relationships between the staff team and their parents. Information is shared openly, enabling staff to meet the children's needs. The owner completes a detailed registration form with the parents before the children attend, ensuring she is fully aware of their individual needs.

Partnership with parents of children who receive funding for early education is good. Parents receive clear information about the setting's aim and objectives and the curriculum planning

is displayed in the entrance foyer for their information. Newsletters are sent out every half term, helping to keep the parents informed.

Parents are able to talk to their children's key workers at any time and parents' evenings are arranged every term to further discuss the children's progress in detail. Parents also receive written reports during the summer term, ensuring they are aware of how their children are progressing. Parents are able to discuss their children's progress and staff record the discussions in the children's records. However, there are no opportunities for parents to make written contributions to their children's records about their learning at home. Parents are encouraged to be involved in the children's learning through themes and outings. They can spend time in the setting and often come in to share their skills and knowledge with the children. For example, one parent came in to talk to the children about Buddhism.

Organisation

The organisation is good.

The daily routines are effectively organised to ensure children can move freely from one activity or area to another without having to wait. The sessions run smoothly because the staff and children are fully aware of the daily routines. Staff are vigilant and ensure most children are occupied and interested throughout the sessions, moving around and interacting exceptionally well, encouraging the children to participate fully. Children benefit from the extensive knowledge and experience of the staff. The setting meets the needs of the range of children for whom it provides. The deployment of staff is exceptional; children are fully supported and stimulated throughout the sessions. Staff interact at their level, assisting as necessary, helping children to reach their full potential, progressing towards the early learning goals. Most paperwork and documentation is maintained to a good standard, although the complaints policy is out of date and does not include the correct contact details for Ofsted.

The leadership and management of the setting are good. The owner strongly supports the staff team. She employs a fully qualified and experienced supervisor who is responsible for the day-to-day running of the group and the performance and contributions of the staff team. Clear roles and responsibilities are defined, enabling each member of the team to contribute fully to the running of the group. The setting successfully assesses its own strengths and weaknesses through continually monitoring, evaluating and reviewing practice as a whole. Staff complete self-assessments which are discussed during the appraisal process. The assessments are used to identify strengths, weaknesses and training needs.

The whole staff team are responsible for effectively monitoring and evaluating the curriculum and delivery of the nursery education. Each activity is evaluated, taking account of the resources, numbers of children, and how the aims and objectives are or are not met. Practice is amended or the activity is repeated to ensure the objectives are met. Staff all contribute to the curriculum, using their key worker notes and observations to ensure each child's individual needs are covered in the short-term planning, helping each child to reach their full potential. The staff team work exceptionally well together providing a stimulating and vibrant environment for the children. They all enjoy their work, which has a very positive effect on the atmosphere and learning environment for the children. The staff are fully committed to ensuring the quality of care and education is continually improved for all the children.

Improvements since the last inspection

At the last care inspection the setting was asked to develop and implement a procedure for staff appraisal to ensure training needs are identified and staff are supported in attending relevant courses and ensure effective procedures are in place for staff induction. They were also asked to ensure appropriate parental consent is in place and that all records contain the relevant detail and to ensure at least one member of staff with a current first aid certificate will be on the premises or on outings at any one time. The owner has now introduced an appraisal system which includes the staff team's training needs. She encourages the staff to attend training courses and workshops to develop their knowledge and understanding in all aspects of child care. The parents sign forms to give written parental consent for staff to administer medication, seek emergency medical treatment or advice, use sun cream, take photographs and take the children on outings, ensuring they are fully aware of the daily routines and procedures in the pre-school. Most records now contain the relevant details, although the complaints policy needs to be updated. Staff have attended first aid courses and the owner ensures at least one member of staff with a current first aid certificate is present at all times, helping to protect the children.

At the last nursery education inspection the setting was asked to consider how the process of assessment can become more effective in informing future planning by including sufficient detail of what the child needs to learn next. The assessment records are comprehensive and the children's key workers use the observations to monitor and identify the children's next steps. They share the information gathered to inform the curriculum planning, ensuring the plans reflect the needs of the individual children who attend.

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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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):

- update the complaints policy to include the correct address and contact details of Ofsted

- monitor the younger children's interaction and participation of activities within the group, to ensure they benefit fully from the well-balanced programme on offer.

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):

- further develop the curriculum planning to include differentiation and the planned learning intentions
- provide opportunities for parents to make written contributions to their children's records of achievement about their 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