

Foxley Nursery School

Inspection report for early years provision

Unique Reference Number	EY224734
Inspection date	28 September 2007
Inspector	Aileen Ewins
Setting Address	Manor Drive, Shurlock Row, Reading, Berkshire, RG10 0PX
Telephone number	01189343578
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Registered person	Foxley Nursery School
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. 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?

Foxley Nursery School is situated in the rural location of Shurlock Row, a small village on the edge of the Royal Borough of Windsor and Maidenhead and close to Bracknell, Wokingham and Twyford.

A Foxley Nursery has been in the village since 1939 and in its present position since 1979. The nursery has been registered with its present owner and person in charge since April 2002.

The nursery is open Monday to Friday, term-time only between 08.45 and 15.30 to care for 32 children aged from two to five years. The nursery is registered with the local authority to receive funding for three and four year olds pre-school education. The group is a member of the Pre-School Learning Alliance. Currently there are 60 children on roll, of which 44 are funded.

At present, there are four qualified members of staff (Diploma in Nursery Nursing and BA Certificate in Education) and two assistants, one of whom is studying for NVQ Level 3 in childcare. Four members of staff have a valid First Aid certificate and others are updating their qualification next month. All staff have previous childcare experience.

The nursery is set in a detached, single storey building, purpose built in 1990 and surrounded by a large garden. It is located down a private lane and parking is available along the main road. The children have use of a large L-shaped room and a smaller room, toilets and a kitchenette. There is disabled access and toilet.

Outside, part of the garden has a deep bark surface underneath the play equipment. The setting has one miniature Shetland pony, a rabbit and chickens.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health and well-being is particularly well cared for at the nursery. The nursery is clean throughout with a comprehensive cleaning structure in place in regard to cleaning floors, toilets, wash basins, table tops and surfaces. For example toilets are cleaned after each break, lunch times and at the end of the day. Children in turn have a good respect for their surroundings, take turns to wash their hands, are aware to flush the toilet after use and pick up paper towels if they are dropped on the floor. Toys and resources are also kept in a clean condition. Children are watched over by efficient staff when they are washing hands after messy play, after playing outside, after using the toilet and before snack and meal times. Children are also aware to wash their hands after contact with any of the pets at the nursery. Staff clean down tables after activities and before children eat snacks or lunch, using an antibacterial spray.

Some younger children are still in nappies and good procedures are in place for this. All staff share nappy changing duties and children are checked frequently throughout the day. Staff use gloves for nappy changes and disinfect the changing mat after it has been used. Parents are informed verbally of nappy changes completed during the day. Children being potty/toilet trained are encouraged by the staff. Parents are reminded to send these children in with suitable clothing during this time.

Children are encouraged to become independent and learn about their personal hygiene. Children learn about healthy eating and looking after their teeth. They are also aware to use tissues to wipe runny noses and most manage this with limited help from staff. Children are aware to wash fruit before preparing it to go in the snack time fruit salad. Children are cared for by staff who either have paediatric first aid qualifications or are about to update this. Parents are invited to join staff on this course to increase their knowledge too. Accident and medication records are completed to a high standard and all staff are aware to fully detail these records thoroughly, have them countersigned by the manager; and have them ready for parents to sign after they have been informed of the incident.

Children have opportunities each day, regardless of the weather, to go outside to burn off energy and have fresh air and exercise. Children have a large selection of resources to use outside and benefit greatly from the various areas outside, which include a grassed area to run around in, an area for sand, water and messy play and a barked area for slides and climbing resources. Indoors children also enjoy small movement exercise to music.

Children are given healthy and nutritious snacks, which include fruit salad prepared by the children, breadsticks, fruit or cheese and biscuits. Children occasionally enjoy making their own ice-cream. Snack time is a social occasion and children sit down in groups at small tables, along with their key worker. The time is spent talking and creative use is made to extend children's

learning, for example through counting cups or plates. Children pour their own drinks from small jugs, which increases their independence. Children are offered milk or water. Water is also available throughout the day.

At lunchtime, children sit at tables in the smaller hall. They find their own plate and placemat, which details the same picture as their name card and their written name. Lunch boxes are provided by parents who are aware to provide healthy foods, such as sandwiches, pasta, soup, fruit, yogurts and fruit drinks. The lunch boxes are stored in the fridge. Children take their food out of the lunch box and place on their plate. Uneaten food is returned to parents so they are aware of what their child has eaten during the day. Children are extremely confident and contently sit eating their lunch. Children are more than happy to ask staff to help them open a carton or package. Children's language development is heightened as once again lunch is a very social occasion. Staff are aware of children with allergies and certain foods are restricted from lunchtimes.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children experience pleasant surroundings which are welcoming to children and visitors. Children arrive at the entrance hall and are well aware of the routine for hanging their coats on their pegs. Children are confident in their arrival; however, if a child is unsure a staff member is always at the door to assist children and their parents. The nursery is divided into two main rooms. The first is where the main activities and play take place; and leads off into a large garden area. This room is bright and airy. Children's own work is displayed along with other posters and pictures. The second room has a kitchenette area. Children take their lunch in here and also use this room for smaller group activities. Toilets, which are clean and specific for children's use, are off the corridor.

Upon arrival children use a self registration system. Children confidently find their name card, helped by their individual picture of an animal/shape/design which also appears later on the lunch placemat and helps aid name recognition. Children have easy access to all resources which are clean, extremely well looked after and age appropriate.

Children are kept safe during their time at nursery. Children are signed in when they arrive and out when leaving. A separate register is maintained for lunchtimes. Staff attendance is also noted down. Comprehensive risk assessments are in place and efficient staff carry out checks to windows, doors, cupboards, trip hazards, outside play areas and cleaning rotas on a daily basis. Guards are placed over the heating system radiators.

A thorough fire risk assessment is carried out. Children practise the fire drills from various points within the nursery. Evaluation is made on these drills which occur two times each half term. Parents complete consent forms for individual outings. Children wear wristbands detailing the manager and her business partner's phone numbers regardless of whether or not children's parents are on the outing as well. Committed staff carry walkie-talkies when out with the children on visits.

Staff are aware to safeguard the children in their care and how to protect themselves from false allegations. Child protection training and a policy to that effect is in place. A member of staff takes the lead on safeguarding children issues.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children develop extraordinarily well during their time at the nursery. Children are confident, happy and interested in their play. Children have fun and are encouraged by staff who are focussed and committed in their care. Children are split into four groups called the Badgers, Foxes, Squirrels and Rabbits but have many opportunities to play together both inside and outside the nursery.

Children enjoy playing with the large range of toys and resources available to them, which include Lego, dolls houses and dolls, small world people, garages and cars, puzzles, beading, pegs, the home corner, dressing up clothes, sand and water play, painting and play dough. Children can use the art and craft trolley freely during free play and enjoy creating their own pictures with pipe cleaners, ribbons, material, cotton wool, felt, straws, stencils, pens and paper. Most children are able to use scissors with ease. Play with malleable resources is promoted and children enjoy finding out about texture, for instance through touching rice and lentils, shaving foam, cones and bark.

Children are happy when enjoying many occasions to play outside. An area is grassed and set aside to allow children to run about; whilst another area is set out with many benches and tables to let children sit, relax and chat to one another. A barked area allows children the freedom to play on the numerous Cozy Coupe cars, climbing and balancing apparatus, rockers, sit on trucks, scooters and bikes. Opportunities are created for lots of fun outside including parachute games, bean bags, spider bats, hoops, giant snakes and ladders, skipping ropes and giant play mats.

Children also flourish through playing with the sand and water and are offered pots, gardening tools, sponges, mops, measuring jugs and sieves for example to experiment with. Children paint happily and a lot of children confidently write their name or mark make to identify their own work. In the home corner, which can be whatever the children choose; for example, a café or a greengrocers, children imaginatively take orders off laminated cards or talk about the price list. Children also develop through playing with the puppet corner and staff successfully use these to encourage language development and confidence.

Children are interested in each other and enjoy special times set aside for show and tell sessions. Children respond well to one another and sort minor disagreements amicably. Children show an incredible understanding that others may be upset if they have nobody to play with or somebody will not share. Children understand taking turns and turn the timer over when it is their turn on the computer. Without being reminded by staff, children move on when the timer indicates, letting another child have their turn. Children have many opportunities to see the wildlife outside. As well as a rabbit and Shetland pony, children have enjoyed seeing chickens hatch their eggs and show affection to the tiny chicks. Children also delight at seeing a wild fox walk by and count the Kites flying above their heads.

Children have opportunities to take part in French classes and/or ballet classes, which are optional extras and payable outside of nursery fees.

Photographs are displayed throughout the day on a monitor on the wall of the nursery and children can watch images of themselves. Alternatively both children and parents can look through the photo albums showing, for example children watching the chickens hatch, on the

listening station, dressing up, meeting the Fire Service, playing with sand, eating with chopsticks, visits out, making a scarecrow and playing musical instruments.

Nursery Education.

The quality of teaching and learning is outstanding. Children are motivated to learn through effective and successful teaching methods that promote learning through play. Children learn their names through self registration and are encouraged to mark make and attempt writing their name at various times during the day.

Children are offered numerous opportunities to develop mathematical skills. Forward thinking staff give children small clocks and children have a thorough understanding that when telling time the number 12 is followed by the number one. Children also have an understanding of clock times, such as o'clock and half past. The same imaginative way of teaching is used for measure and children are provided with small scales. Children work out how to balance weights and if something is heavier or lighter. Children also have an understanding of calculation, shape and space. Children learn about fractions with laminated pizzas, depicted in a whole, half and quarter. When discussing height, children stand in a line and talk to each other about shortest, tallest for instance. Focused staff use opportunities throughout the day to teach children to count, for instance when placing out cups and plates, children count, add one on, take another away; and during the minibeast topic children discover how many legs a creature has or how many spots and match to figures and words on a card. Children also discover capacity as they experiment with containers of varying shapes and sizes and work out independently how much is held by a container. Staff encourage children's curiosity with questions such as "Is this the same?", "Will this container hold more or less?".

A warm relationship exists between staff and children. Children therefore are confident with staff members and happy to ask for help when needed. Children are given special individual time on the computer and work in groups of two learning carpentry, for example, with small hammers, pins and balsa wood. Children also enjoy sewing. Pictures are displayed on the wall with children's own work for various topics, such as the Ark and 3D stickers. Children also join in collectively for art work and have created impressive silk paintings. Footprints appear around the nursery walls where children have been foot painting and these have been cut out to leave a trail. Children can view books made together within nursery where children have written stories together. These can be freely looked at and read during the day. Stories include 'Charlie The Elephant', who went for a walk along the river but fell in; leaving his friends to pull him out. Children have illustrated the book with their own pictures, for example giraffes, children and trees.

Children learn about rhythm during creative musical time. Children can beat their name out on the drum and happily join in with familiar and new songs with actions. Movement to music is also enjoyed by all the children, who move around the room being starfish and elephants; bending down and stretching up.

Children choose books with interest for their home reading time. Parents write comments in their notebooks about books they have read together and once a week a member of staff sits with each child to read through their book. Children are encouraged to operate the tape recorder when it is their turn when listening to stories on tape.

Children have many opportunities also to develop socially. Children sit around the table preparing the fruit salad for snack time. Proactive staff discuss the fruit they are using and ask many

open and closed questions, for example 'where do bananas come from' and 'what colour are they at first'; and children discuss that fruit sometimes has pips and that bananas grow on trees. Children are confident and develop good self-esteem. They are happy to talk to staff throughout the day and staff are attentive and listen to what children have to say to them. Staff and children also use special soft play animals, which encourage children to become more confident with zips and buttons for example as they are dressed. The animals and the story which accompanies them explains how sometimes we are not happy with what we are. The children dress the animals to make them different, realising at the end that the animals are happy being who they are.

Staff have a solid knowledge of Birth to three matters and the Foundation Stage. Themes for learning are planned over a three year cycle and involves all staff members. Planning, although continual, takes place mainly on a half term basis. Evaluation of activities is ongoing and children's records are updated weekly with targets of children's next steps and areas of development needing to be concentrated on being identified each half term. Group time activities are based on the theme with all six areas of the Foundation Stage and the four aspects of Birth to three matters being covered. Additionally each half term the nursery children learn about a country, its culture and religion, which offers children a great insight into the world in which they live. Staff are aware of children's individual starting points from when they arrive at nursery. Children's development books are used throughout the children's time at the nursery; and contain observations and records of children's progression along with examples of achievements and photographs of the children. Children's records also indicate work completed, for example the letters of the alphabet, phonics, choosing/sharing and looking at books, telling stories from memory, counting and number recognition, colours, holding a pencil and scissor control. Early Learning Goal achievements for the six areas of development are plotted with dated and colour coded records. Parents are also invited to observe their children at home and note achievements which are also entered. Children's learning records note stages of development and next steps. Parents have opportunities to visit each term to see their children's work and discuss achievements with the staff.

Helping children make a positive contribution

The provision is outstanding.

Children's individual needs are recognised extremely well. Children are confident and happy. Staff are non-discriminatory which enables children to feel valued. Children are spoken to warmly and have a warm relationship with the staff that they share their day with. Boys and girls play with resources regardless of gender.

Staff provide children with excellent opportunities to understand the diverse world in which we all live. Multicultural books, toys, games and puzzles are available to children on a day to day basis. Children see books on celebrations around the world, dress up in cultural dress from the dressing up box and learn about festivals, religion and countries, such as Israel and the Rosh Hashana festival for example. Children are given an insight into disability with small world play people depicting a person in a wheelchair and another in callipers, a man with bandages and older people. Children also have books such as 'Don't Call Me Special' which tells the story of a young girl in a wheelchair.

Good links are made by the nursery with professional bodies in the community. Staff work in key worker units but have one member of staff available for one to one help should and when the need arises for children with specific needs and difficulties. Staff work with parents, professional people and the children to ensure that all children are offered the same

opportunities in life. Staff understand the need for confidentiality and working with parents' wishes when dealing with children with particular needs.

Spiritual, moral, social and cultural development is fostered appropriately. Children behave well and have respect for each other and the staff. Children understand right from wrong and form good relationships. Children are aware of the diverse world around them and have been given insight and understanding of the wider world in respect of gender, culture, ethnicity and disability.

Relationships with parents is exceptional. Parents are enthusiastic and offer positive feedback when asked about their opinion of the nursery. Countless letters and cards are held in a file which offer thanks from parents in the past, to staff for the care of their children. Parents are invited to attend training courses like, for instance, first aid. Children and parents attend the Christmas party and play, sports day and various outings, such as Bird World. Parents can also borrow the nursery's bouncy castle. Parents receive newsletters each term telling them about topics to be covered, giving news and term dates. Parents are also advised of any staff changes. A book is on display which details 'Our Family' and has photographs of each child's family within it. Pictures show parents and children enjoying home life, trips out, brothers and sister, grandparents, riding bikes, going swimming, holidays and playing. Parents can also see named photographs of staff in the entrance hall, so they are more than aware of the people who care for their children.

Children behave well, listen to staff, have high attention spans and enjoy each others company. Staff offer a consistent approach to behaviour and are good role models. Children are treated fairly and encouraged to express their feelings to enable them to develop self-esteem. Staff encourage good behaviour and talk nicely to the children. Children learn to think for themselves why something may not be particularly nice to do or say. Children tidy up at the end of sessions with the staff and are happy to help.

The quality of the partnership with parents and carers is outstanding. The nursery operates an 'open door' policy and parents are allowed to visit at any time if they choose. Parents receive a prospectus about the nursery and after children start they have a shortened version of all policies and procedures. Parents receive regular newsletters with some parents now opting for a copy to be sent via email. Parents evenings are successful and parents talk to staff about children's well-being as they drop off and pick up at the end of the session. A white board in the entrance hall details activities, play and sessions completed each day so parents are aware of their child's education. To help ease children into their next step into school, parents along with staff compiled small photo albums of the seven main feeder schools, which show children arriving at the gates, children hanging up coats, lessons, playing in the playground and having lunch.

Organisation

The organisation is outstanding.

Children achieve well at the nursery, which is highly organised and meticulous in its care of the children who attend. Staff are caring, enthusiastic and experienced. Children aspire to do well and are confident in their emotional, personal and social development. Staff are deployed successfully and have good relationships with one another. The planning of the curriculum is completed as a team. All staff attend regular training and are aware of how to safeguard the children in their care.

All required paperwork is in place. Registers detail children's arrival and departure; comprehensive policies and procedures are in order; risk assessments are completed thoroughly; children's personal information is stored appropriately and updated regularly; consent forms are signed for by parents for individual outing consents as well as emergency treatment, application of sun tan creams for instance; and accident and medication records are effectively completed, countersigned and signed for by parents.

The quality of leadership and management is outstanding. The manager and her business partner ensure that the nursery runs professionally. The manager is dedicated to her work, staff and the children. She values the high personal development of the staff she employs and the children who attend. The manager is aware to continually assess the strengths of the nursery and works over and above people's expectations. The manager has a clear focus on training and completes ongoing training herself, for example, speech and language, supporting inclusion, cascading information, personal management, working with Autism, verbal reasoning to name but a few. Training for staff is also highly driven. The manager ensures that she employs the best staff available to her and advertises, interviews, takes up references and ensures suitability checks are completed. New staff receive a thorough induction and appraisal and ongoing supervision is in place. Staff morale is high.

The nursery has substantial links with feeder schools and the local community; and excellent relationships with the parents of the children who attend.

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

Improvements since the last inspection

At the last inspection the nursery was set just one recommendation. This recommendation asked for up to date contact information to be made available to parents within the complaints procedure. The nursery has addressed this in many ways. The entrance hall displays the Ofsted poster, so parents are aware of the contact details if they wish to make a complaint. New parents are given a shortened copy of the policies and procedures relating to the nursery. Information is again detailed here within the complaints policy. Existing parents have access to all policies at any time. A complaints log, although empty, is available for parents also.

Complaints since the last inspection

Since April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any further action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. 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 MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

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

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