

# Fellview Pre-School Nursery Group

Inspection report for early years provision

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<b>Unique Reference Number</b>	317511
<b>Inspection date</b>	03 July 2007
<b>Inspector</b>	Stephen Andrew Blake
<b>Setting Address</b>	The Portakabin, Fellview Primary School, Caldbeck, Wigton, CA7 8HF
<b>Telephone number</b>	01697 478 161
<b>E-mail</b>	
<b>Registered person</b>	Fellview Pre-School Nursery Group
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Fellview Pre-School Nursery Group was established in 1998 and operates from a prefabricated building within the grounds of Fellview Primary School in the village of Caldbeck. A maximum of 16 children may attend the nursery at any one time. The nursery is open each weekday from 09.15 to 11.45 during school term times. All children share access to a secure enclosed outdoor play area.

There are currently 14 children aged from two to under five years on roll. Of these, 12 children receive funding for early education. The nursery serves children from the immediate and extended areas. The nursery currently supports children who speak English as an additional language.

Fellview Pre-School Nursery Group is managed by a voluntary management committee made up of members of the local community and employs a total of two staff. One staff member holds appropriate early years qualifications and one staff member is working towards qualification.

The setting is a member of the Pre-school Learning Alliance.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children thrive because staff follow effective procedures and practices which meet the children's physical, nutritional and health needs. Staff provide children with a good level of support and guidance to help them gain and develop an age-appropriate understanding of hygiene and personal care. They provide a clean and well-maintained environment and have established effective systems to monitor the medical needs of individual children.

Children enjoy a range of age-appropriate activities that enable them to explore, test and develop their physical skills. Staff have a sound understanding of the 'Birth to three matters' framework and the 'Curriculum guidance for the Foundation stage' and a thorough awareness of each child's stage of development. Children are supported effectively by staff as they try new experiences, such as sampling a new food at snack time. All children have a positive attitude to physical exercise and enjoy opportunities to challenge and extend their physical development. For example, when running, jumping with the space hoppers or riding a range of sit and ride toys around the all weather road layout. Children's physical skills develop and improve through an appropriate variety of experiences, for example, when using a good range of tools for craft and construction activities.

Children's individual health needs are monitored effectively by staff and snacks are planned according to children's dietary requirements. They help themselves to easily accessible drinking water throughout the session and enjoy fresh fruit at snack time. Children are beginning to understand the value of good nutrition as staff use imaginative techniques to explain the importance of healthy eating and a healthy lifestyle, for example, during the vet role-play and whilst listening to stories.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Risks of accidental injury to children are minimised because staff undertake generally effective risk assessments which help to identify and minimise potential hazards. There is an electrical wire accessible to children in the nursery room and some fencing panels are loose or missing in the outdoor play area. Policies and procedures are implemented effectively to help ensure that children are safeguarded. Staff have a good understanding of children's individual abilities and of how to achieve a balance between freedom and setting safe limits. This means that children have opportunities to safely participate in a range of well-planned indoor and outdoor activities.

Children stay safe because staff enable them to independently access a range of good quality toys and equipment which meets safety standards. Those learning English as an additional language are safe and fully included because of the sensitive support provided by staff. Regular communication with parents contributes to children's safety.

Children are secure because they have a good relationship with the adults caring for them and are confident to ask staff for help when needed. They are well protected by staff who have a clear understanding of child protection policies and procedures and give top priority to children's welfare.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time at Fellview Pre-School Nursery. They achieve well because staff use their sound understanding of child development and of early years guidance, such as the 'Birth to three matters' framework and the 'Curriculum guidance for the Foundation stage', to provide good quality care and education. Staff use their knowledge of child development effectively to plan activities and resources that are accessible and age-appropriate in accordance with individual children's abilities.

Children settle quickly on arrival as staff ensure they have good information from parents and carers regarding the child's individual needs for that day. The youngest children make good progress because staff recognise the uniqueness of each child. Close and caring relationships increase children's sense of trust and help them develop a strong sense of self.

Staff support early communication skills effectively through good quality adult-child interactions. Children relate well to each other and have a good relationship with staff. Children begin to make sense of the world and express their ideas as they join in a range of planned activities, for example, when engaged in role-play or going for local walks.

### **Nursery Education**

The quality of teaching and learning is good. Children are motivated and challenged as staff provide a good range of accessible resources which support their development across all areas of learning. Children are eager to learn, self assured in their play and confident to try new experiences. They listen intently to stories and participate in favourites, such as 'The Tiger who came to tea' and 'Animals, animals all around'. Children are using marks readily to represent their ideas and some older children are developing the skills that will enable them to write their own names. Good levels of individual staff support enables children with English as an additional language to participate fully in the activities and make appropriate progress. Children use their imagination effectively and are beginning to make sense of the world around them, for example, when using the school hall, walking around the village and receiving visits from adults bringing a range of small animals.

Children work well together. For example, they support each other when using the computer equipment to identify rhyming words or when constructing a range of models. Staff provide children with a good range of planned and informal opportunities to extend their mathematical vocabulary, for example, when counting the plates at snack time and calculating the different numbers of boys and girls outside. As a result, children are very confident in their use of numbers during play and respond enthusiastically.

Right from the start, staff find out about children's skills, interests and needs and build on this information to help children achieve as much as they can. As a result, they have a good understanding of individual children's learning needs and abilities. Staff have a flexible approach to planning and this generally works well. However, they have not yet fully implemented their plans to ensure that observations of children's achievements are used regularly to inform assessments and to plan the next steps in children's learning. This means that records of children's achievement are not always up to date. Staff have created a very relaxed and supportive learning environment. They are perceptive to children's interests during self-initiated play and use questions successfully to challenge children's thinking and language skills.

## **Helping children make a positive contribution**

The provision is good.

All children are welcomed and play a full part in the nursery because staff value and respect their individuality and the family context for each child. Children's behaviour is good because staff implement age-appropriate and sensitive behaviour management strategies. They work well to problem solve with minimum adult intervention and are considerate and helpful towards each other. Children have an appropriate understanding of right and wrong as staff offer gentle reminders to care for each other and talk about the importance of sharing.

Staff implement effective systems to monitor and support children who speak English as an additional language. Children have a good range of opportunities to learn about themselves, each other and the world around them through planned activities, visitors to the setting and outings to local places of interest. This positive approach means that children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. This contributes to all children's well-being within the nursery. Parent's views about their child's needs and interests are actively sought before their child starts at the setting and on a regular basis throughout their time there. Staff ensure that all parents know how their children are developing and progressing and provide parents with an appropriate range of written and verbal information about the nursery.

## **Organisation**

The organisation is good.

Children's care is enhanced because staff have established a well-organised environment conducive to good quality care and education. The quality of leadership and management of nursery education is good.

The premises are well-organised. Indoor and outdoor opportunities are laid out to maximise play and learning opportunities for children. All legally required documentation which contributes to children's health, safety and well-being are in place and is regularly reviewed.

Children benefit because some staff are qualified and all are skilled. They are effectively inducted and supervised. Staff meet regularly to reflect, monitor and improve the quality of their care and education and are committed to continuous improvement and development. An effective monitoring system ensures that the setting's policies and procedures are consistently applied. Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the setting was asked to make improvements to children's safety with regard to the recording and reviewing of risk assessments and the reviewing of the child protection statement to include reference to the appropriate child protection procedures.

Since the last inspection staff have implemented systems to ensure that risk assessments are recorded and reviewed in the event of a significant change. They have also reviewed their child protection statement to include reference to the Local Safeguarding Children Board child protection procedures. This improves children's safety.

## **Complaints since the last inspection**

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.

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 QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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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):

- make the radiator electrical lead inaccessible to children in the nursery
- make safe the fencing in the outdoor play area

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- implement the systems for recording children's learning to ensure that assessments inform planning for children's next steps.

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](http://www.ofsted.gov.uk)