

Nicky's

Inspection report for early years provision

Unique Reference Number	EY267949
Inspection date	17 September 2007
Inspector	Vivienne Dempsey
Setting Address	c/o St. Nicholas C of E Primary School, Mowbray Terrace, West Tanfield, Ripon, North Yorkshire, HG4 5JN
Telephone number	01677 470123
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Registered person	Nicky's
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 good.

WHAT SORT OF SETTING IS IT?

Nicky's is a committee-run childcare facility operating in a designated room within the main premises of St. Nicholas C of E Primary School. The pre-school room has its own entrance and toilet facilities. There is a separate area for outdoor play but the group also access the school's further outdoor play areas. There are additional facilities in school for older children; the computer suite and the disabled toilets can also be accessed when appropriate.

Nicky's is registered to provide full day care for up to 20 children under eight years, the group are currently open for pre-school from 08.30 until 15.30 Monday to Friday, term time only. The after school club is currently not operating due the level of demand. The pre-school provides care and early years education for the wider rural community, covering the catchment areas of several village primary schools.

The group offer funded nursery education places to those children of eligible age and has the support of the local authority in respect of this. There are currently a total of 28 children on roll, of whom 11 are funded 3-year-olds, with one funded 4-year-old. The setting supports children with learning difficulties and disabilities.

The committee employs two supervisors, one is a qualified teacher, and two additional staff who are also appropriately qualified or working towards qualification. All are experienced. The pre-school also welcomes and appreciates support from parents. The setting is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn about effective personal hygiene practices, as staff encourage children to wash their hands after toileting and before meals and snacks. Older children demonstrate these skills by independently using the resources and equipment available to them, for example, soap, low level sinks and paper towels. Permission for the administration of medication and emergency treatment is sought from parents. However, the administration of medication is not always acknowledged by parents. This does not ensure continuity of care.

All staff hold a current first aid certificate and a first aid box is in place. However, the first aid box is not regularly checked, and this has the potential to hinder staff from acting promptly when children suffer minor accidents.

Healthy eating is very well promoted. Children receive a variety of nutritious meals and snacks. They enjoy eating apples, cucumbers and grapes at snack time. Drinking water is readily available throughout the day. This ensures children remain hydrated.

Children enjoy a range of physical activities that contribute to their good health. They have free access to the outside area at all times. Children manoeuvre tricycles, scooters and cars around the play area well, skilfully balance on the logs and climb on the climbing equipment with ease.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are welcoming and friendly to children, parents and visitors. Children are unable to leave the premises unaccompanied as staff ensure good security measures are in place. For example, all external gates and doors are locked and children are supervised at all times.

Children have independent access to a very good range of safe, well maintained and developmentally appropriate activities and resources. Staff provide stimulating activities and play opportunities for children covering all areas of learning. There is a good range of storage which ensures toys and resources are stored safely. This enables children are able to move around safely, freely and independently.

Children are protected as staff have a good understanding of their role and responsibility regarding child protection.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very well settled and arrive happy at the setting. They have positive relationships with staff and are developing their relationships with each other. For example, children

confidently approach staff for help and play well alongside their peers. Children's all round development is promoted as staff are interested in what they say and do. Staff join in appropriately with their activities and play, supporting their individual learning needs.

Children have independent access to a variety of activities that are well planned by staff. For example, they enjoy playing with the puppet theatre, dough, paint and have free access to the outdoor area. There is a good balance between adult-directed and child-initiated activities. Staff are beginning to implement the 'Birth to three matters' framework, which improves outcomes for younger children.

Children's self-esteem is positively promoted as staff provide lots of appropriate praise and encouragement. Staff know children well, as they have positive relationships with parents which enable them to have a good understanding of children's individual needs. Children can rest or be active according to their individual needs.

Nursery Education

The quality of teaching and learning is good. Staff have a very good understanding of the Foundation Stage. There is a key worker system in place and an interesting, stimulating and varied programme of activities is planned. Planning covers all areas of learning; this ensures children make good progress towards the early learning goals. Focused activities are evaluated and children's progress recorded. Assessment records are completed regularly and children's progress is linked to the stepping stones. However, assessment records could be further developed to inform future planning and improve outcomes for children.

Children have independent access to all areas of the setting, which develops their confidence and self-esteem. Staff encourage them to make their own decisions and support this through lots of meaningful encouragement and positive praise. They use effective questioning to extend children's learning, for example, 'what might happen next?'

Children are very confident communicators. For example, they enthusiastically speak at group time and confidently approach staff and peers during the session. There is a good range of opportunities which enable children to make marks, such as during role play, painting and water and brush play in the outside area. Children are developing a keen interest in linking letters to sounds and objects, this is initiated through adult led group activities and then encouraged during play, stories and snack times.

Children show a great interest in mathematical concepts. They count 'how many girls and boys' confidently and recognise some numbers up to 10. Staff support children to recognise shapes in everyday objects, for example, an oval grape, an oblong piece of cheese and 'triangle toast'.

Children are very interested in exploring and investigating the world around them. They show a strong interest in malleable and sensory materials available within the setting, such as water, dough, sand and gloop. Children are able to relate to past experiences and keenly talk about what they did at the weekend. They recall past events within the nursery including cultural celebrations, such as Chinese New Year, and visits from the police, paramedics and fire service. Children confidently use the computer and complete simple programs independently.

Children thoroughly enjoy art and craft activities and are able to produce their own pieces of individual work. Staff provide a range of materials and media to support children developing their skills in this area, for example, gluing materials, boxes, tape and card. Children also enjoy planned craft activities linked to the theme of the week, such as making bear shapes, sponge

painting, bark rubbings and making and decorating bowls. They confidently participate in role play to show their understanding of the story of the Three Bears, they do this as they play with the puppets for extended periods of time.

Helping children make a positive contribution

The provision is good.

All children are welcomed into the setting. Clear procedures are in place to support the inclusion of children with learning difficulties and disabilities. Staff value and respect their individuality and ensure all children participate fully in all activities. Children access a extremely good range of activities and resources, which increases their awareness of diversity and develops a positive attitude towards others. For example, the setting has close links and supports a baby home in Uganda, they enjoy a visitor playing Indian instruments and celebrate a range of festivals. These include Chinese New Year, Easter and Christmas.

Children have close links with the local community and have regular visits from the police, fire fighters, paramedics, veterinary nurse and farmer. The local rector and minister also regularly visit the setting and the children are frequent visitors to the local churches.

Children are very well behaved as staff provide them with clear and concise instructions. This ensures children are aware of their boundaries and what is expected of them. Staff encourage good manners and provide an environment which promotes good behaviour. All of this ensures children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Children benefit from the positive partnership staff have developed with parents. Parents receive regular information regarding activities and topics; information is also displayed on the noticeboard. Parents also receive information about the Foundation Stage in the setting's introduction booklet. Staff actively seek and value parents' views and questionnaires are sent to all parents annually. They also positively encourage parental involvement and support to enhance children's learning.

Parents receive a booklet containing a picture diary of their child's time at the setting. This is a much valued keepsake by both parents and children. Staff ensure parents are kept well informed about their children's progress and achievements through regular discussions.

Organisation

The organisation is good.

The staff provide a very well organised environment which contributes to the children being very happy and settled. Space indoors and outdoors is well used to cater for all the children's individual needs. This means children are able to move around safely and independently. There is a key-worker system in place and adult to child ratios are correctly maintained. This is evident as a clear registration system showing hours of attendance for both staff and children is in place.

All staff have been effectively vetted and are suitable to care for children. There are detailed, comprehensive policies and procedures in place. They are shared with staff and are readily available to parents. All required documents are available for inspection and are stored with regard to confidentiality.

The leadership and management of the nursery education is good. The management and staff work very well together to ensure children progress towards the early learning goals. Training is encouraged and staff regularly attend relevant training to build upon their skills and knowledge. There is good leadership and all staff are committed to continually develop, reflect on and improve the children's care and education. This results in children learning in a proactive and stimulating environment. The setting works closely with the local authority to improve the outcomes for all children.

Improvements since the last inspection

Since the last inspection the setting was asked to continue to develop the arrangement of the facilities, particularly regarding storage. There is now a good range of storage which ensures toys and resources are stored safely.

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):

- ensure administration of medication is acknowledged by parents
- ensure first aid box is regularly checked and updated.

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 assessments to inform future planning and improve outcomes for children.

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