

Ranskill Nursery

Inspection report for early years provision

Unique Reference Number	253108
Inspection date	23 November 2007
Inspector	Angela Hufton
Setting Address	Cherry Tree Walk, Ranskill, Retford, Nottinghamshire, DN22 8LH
Telephone number	01777 818468
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Registered person	Ranskill 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 good.

WHAT SORT OF SETTING IS IT?

Ranskill Nursery opened in 1979 and is managed by a committee of parents. It operates from a classroom within Ranskill Primary School and they have access to the hall, kitchen, toilets and an enclosed outdoor play area. The nursery serves Ranskill and other surrounding villages. The nursery is registered to provide day care for 20 children aged two to under five years. There are currently 35 children on roll. This includes 23 children in receipt of early education funding. The nursery supports children for whom English is not their first language and children with learning difficulties and/or disabilities.

Opening hours are 9:00 to 11:30 Tuesday and Wednesday and 09:00 to 15:30 Monday, Thursday and Friday, during term time only. Children are able to have a school lunch or bring their own packed lunch. In addition four-year-olds attending the nursery are invited to spend two afternoon sessions a week in the primary school in their final term.

There are five full-time staff who work with the children, two of the staff have early years qualifications at Level 3 and two staff are currently attending further training to attain this

level. All staff access additional training. The setting receives support from the local authority and are members of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff are active in raising children's awareness of good practice and healthy living. They are developing a clear understanding about hygiene practices as staff are positive role models. Children learn why they need to wash their hands before snack time or how to wipe their noses and then put the tissues in the bin. Their health needs are well supported as comprehensive written procedures are in place including information on incubation periods. Children are cared for appropriately if they become ill because staff have a good understanding of current first aid practice. Children can rest and relax as they need to, as adults sit children on their laps or share a book with them for reassurance. They receive appropriate care in the event of requiring medication or treatment following minor accidents because staff have undertaken relevant training and record all accidents and medication. However, on occasion, medication records are not countersigned by parents and some accident records are not sufficiently detailed to fully ensure children's ongoing health needs.

Children are well nourished and hydrated as the group provides regular healthy snacks and drinks including fruit and yoghurts. Snacks are imaginatively presented to encourage children to make free choices from the range on offer. They develop their understanding of healthy eating through involvement in making fruit smoothies or through cooking activities. Children enjoyed making 'vegetable people' for a local show further enhancing their understanding of healthy eating. Their health and dietary needs are discussed with parents and staff record details of any specific requirements or allergies.

Children enjoy the benefits of exercise and keeping physically fit as they have access to a safe outdoor area. It includes a good variety of toys and equipment such as cars, bikes and a large sandpit enabling children to practise manoeuvring, pedalling and coordination skills. Children learn about exercise for their health as they enjoy the opportunities for fresh air. They enthusiastically practise and refine skills such as throwing balls through hoops and then display their newly acquired skills with pride. There are less opportunities for children to practise climbing. Children play with safe, well-maintained toys and resources within a secure environment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children can move safely and independently throughout the nursery as all risks have been identified and minimised by staff. Children display a very good understanding of how to keep themselves safe, they know to return scissors to the wooden block holder immediately after use. Risks of accidental injury to children are minimised because staff are vigilant. Children further learn to keep themselves safe because they are gently reminded about safety rules within the setting, such as not swinging on their chairs in case they fall backwards and hit their heads. Their learning is enhanced through staff acting as a good role models, for example, promptly dealing with spilt milk and explaining to the children why they needed to be careful whilst it was being mopped up. Children are developing an awareness of fire safety through

discussions and by practising fire evacuation procedures. This helps children to understand how to react in an emergency.

Children have access to an excellent range of toys and equipment that are developmentally appropriate. Toys and equipment are checked and cleaned regularly, ensuring that children play with safe and suitable equipment and helping to create a very stimulating environment. Detailed documentation and regular communication with parents contributes to children's safety. Children are well protected because staff have a good understanding of their role in child protection and the importance of recording and reporting concerns. A detailed policy together with a copy of the guidance, "What to do if you're worried a child is being abused" is available for parents effectively promoting children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy, confident and enjoy their time at the setting. They develop confidence and self-esteem through small and large group activities. At times large group time is not sufficiently targeted to meet the needs of the differing stages of development, however, children enjoy group times and all have opportunities to take part in discussions such as about the sessions activities or the weather. They show high levels of sustained interest in what they do, for example, whilst playing with the train track or practising on the new interactive white board. They take part in a wide range of activities including, making cakes or growing seeds. Excellent relationships are encouraged and established friendships are becoming apparent, for example, a child shows concern for her friend who could not find their shoe and went to ask staff to help. The children are respected as individuals and their contributions to the group valued. Children behave well because staff set fair and consistent boundaries. Children have their individual needs met as it is the ethos of the nursery for every child to feel valued and positive about themselves. Staff plan a wide range of activities that support younger children's development through regard to the 'Birth to three matters' framework.

Nursery Education

The quality of teaching and learning is good.

Staff have an in depth knowledge of the Foundation Stage and how to put it into practice and this is demonstrated through the quality of the activities delivered and the detailed and logical planning documents displayed for parents. Teaching is appropriate for all groups of children with high staffing ratios in place, affording plenty of opportunities for small group and individual attention. Staff are calm, patient and tolerant and their knowledge is evident in their interactions with children. They ask challenging questions during activities such as "what do you think will happen if we put more water in the cornflour.

Planning is detailed and easy to understand. It covers all required areas. It includes what children are intended to learn and how activities can be adapted. Activities are evaluated and this information is used to inform future planning, however, at times these evaluations are not sufficiently detailed to ensure each child's progress is fully identified. Good systems are in place to observe, monitor and record children's achievements and to plan experiences that help children take the next step in their learning. Staff manage children's behaviour well by using positive behaviour strategies such as negotiation and compromise. Children are rewarded with stickers for responsibility such as being the monitor for the session.

Children are sociable, friendly and are sensitive to each others feelings, for example, a child suggests getting a another doll for their friend so they can play together. They settle in well because they are given time and space to adapt to the environment and have individual attention when appropriate. Children's independence is encouraged as they have opportunities to be the monitor and are responsible for helping at snack times. They talk about their home lives with ease, for example, a child says he likes honey on his toast at breakfast. Children are very articulate and speak very clearly. They enjoy conversations with their friends, for example, one child tells another that he hurt his leg yesterday and it is better today. They use language to describe their tactile experiences such as a child talking about the cornflour dough being cold. They are linking sounds and letters and know that 'd' is for dull and daddy and some children confidently use resources such as the vinyl letters to spell out their names. They are learning that print carries meaning and explore a wide variety of books. Children practise writing for different purposes in the home corner and writing area and write their name with recognisable letters emerging.

Children are developing good mathematical skills through an excellent variety of enjoyable, practical activities including stories, songs, games and pattern making. A particular favourite being comparing different sized eggs such as duck, goose and chicken and also comparing the weight of these. Children count play people as they put them in cars and show their fingers to represent numbers. They are using problem solving skills in every day situations such as working out how many more chairs they need for the number of children attending. During cooking activities they have opportunities to weigh and measure ingredients. Children find out about living things and during an activity linked to milking, children enthusiastically recall when they have milked goats or cows at home. They practise their design skills by sticking collage materials or using a variety of painting styles. Children play with everyday technology such as binoculars, a camera and toy mobile phone in the role play area. They are confident in using the computers and whiteboard. Children are learning about their own and other cultures as they celebrate different festivals.

Children move around the setting with skill and ease. They show respect for each other's personal space when playing together. They can peddle backwards and forwards with competence and skill. Children handle various tools and objects with control such as funnels whilst playing in the sand trough. They enjoy familiar songs and sing with enthusiasm in group singing and individually, for example, as they skip around the outdoor playground.

Helping children make a positive contribution

The provision is good.

Children feel a sense of belonging and are well settled considering many of them are new to the setting. They are developing respect for their peers, for example, children understand a child that has just started at the nursery does not always want to join in activities. Staff recognise the importance of building children's self-esteem by appreciating their contributions, achievements and displaying their work. Children's behaviour is good as they are aware of their own needs and the needs of others. They help tidy up effectively and their good efforts are acknowledged boosting their self-esteem. This helps them learn to take responsibility for their own behaviour. Children are becoming aware of wider society as posters and resources reflect positive images. This ensures that children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of children in receipt of funding for early education is good. Staff welcome parents into the setting. They receive good quality information about the

provision and are welcome to stay during sessions to help children settle in. Policies and procedures are displayed in the entrance and available to parents. This helps to keep them well informed. Whilst specific information on children's developmental and educational needs is sought, this is at an early stage and has yet to positively feed into children's early education profiles and effectively link to planning from the time the child initially starts at the setting. As children settle into the nursery, parents receive topic sheets every six weeks and ideas of how they can support their child's continued learning at home. Comprehensive information about each child is obtained from their parents to enable staff to provide for each child's individual care needs.

Organisation

The organisation is good.

Children progress well in this nurturing, caring environment. They are settled and happy because the routine is designed to ensure children have freedom of choice. There are many opportunities for children to develop their own ideas and play. They benefit from a very calm, caring, experienced and highly motivated staff team, who clearly enjoy spending time interacting and supporting children's individual needs. All required documentation is in place and generally well organised and containing all the required detail.

Leadership and management of early education is good. This contributes to children making good progress towards the early learning goals. The manager, staff and committee have a clear vision for the nursery, with a strong focus on the personal development and achievement of all children. Staff meetings ensure good practice and areas for improvement are shared and identified. All staff strive to deliver a high quality learning experience for all children. All required documentation, which contributes to the children's health, safety and well-being is in place and is regularly reviewed. Staff are very committed to developing and improving all areas of their practice. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last care inspection the setting agreed to three recommendations to improve. These were to develop risk assessment records and to establish an induction programme. Effective written risk assessments are now in place including daily check sheets and these are used well to identify potential hazards and minimise the risks to children. A comprehensive induction process is now in place and new staff are very familiar with requirements such as the fire evacuation procedures ensuring they are able to protect children in their care. The final recommendation was to develop the complaints policy. Suitable changes have been made to the policy, however, subsequent changes in legislation have not been developed from the policy into detailed procedures to meet these changes.

At the last Nursery Education inspection the setting agreed to a point for consideration through reviewing the Special Needs policy and developing strategies in line with the government guidance at that time. The setting have taken positive steps to address this and actively seek to support children with learning difficulties and/or disabilities through staff training and implementation of the Code of Practice for Special Educational Needs.

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 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):

- develop organisation of space and plan more effectively for group times and the provision of physical play opportunities, including challenge for older children (also applies to nursery education)
- continue to review policies, procedures and record keeping to ensure all appropriate details are included and reflect changes in legislation, with particular regard to recording accidents and existing injuries, medication logs, and the complaints policy.

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):

- continue to develop the assessment of children to more clearly identify their next steps in learning with particular regard to their initial starting points through effective consultation with parents
- extend the use of children's assessments and focused activities to clearly identify learning intentions and improve the use of evaluation to ensure outcomes are clearly linked back to planning for children's individual progress.

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