

Willow Nursery School Clent

Inspection report for early years provision

Unique Reference Number	205186
Inspection date	30 November 2007
Inspector	Esther Gray
Setting Address	Clent Parochial First School, Bromsgrove Road, Clent, Stourbridge, West Midlands, DY9 9QP
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Registered person	Jacqueline Brocklebank
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?

Willow Nursery School Clent opened in 1990 and was previously known as Broome Nursery. It operates from two connecting rooms in a purpose-built nursery building on the site of Clent Parochial Primary School. The nursery serves the local area.

There are currently 48 children from two to five years on roll. This includes 35 funded three- and four-year-olds. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities.

The nursery opens five days a week during school terms. Sessions are from 9:00 to 14:45 each weekday except Thursday which operates from 9:00 to 11:45. A lunch club operates from 12:00 till 13:00 and attendance is optional.

There are seven staff who work with the children. All have early years qualifications to National Vocational Qualification Level 2 or 3. The setting receives support from a teacher mentor from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are protected from infection and are well taken care of if they have an accident or become ill. All staff obtain regular training in paediatric first aid. Updating their qualification means that children who become ill or are injured are treated appropriately. Parents are well informed of the need to keep children who become unwell at home and staff comply with Health and Safety Executive advice with regard to communicable diseases. The setting is kept clean by staff and children are encouraged to manage their own personal hygiene routines with notices and well planned routines. A small green floating ball encourages children to flush the toilet and all tissues children use are flushed away to prevent infection. Consequently, positive steps are taken by staff and children to promote good health and encourage them to begin to take the responsibility of meeting their own health needs.

Children enjoy excellent opportunities to experience physical activity and develop their skills. They have regular opportunities to play outside in the fresh air. They play in a secure outdoor area where they balance, ride, pedal, push and explore in an interesting environment. There are also opportunities for children to dig and develop imaginative play outdoors. Indoors children use many resources which develop their manipulative skills. For example, they fit construction materials together, draw, paint and use malleable materials such as salt dough. As a result, children develop their confidence on a wide range of equipment that provides challenge.

Children are well nourished. They learn about the importance of healthy eating in cookery and topic based activities where children plant seeds. They are provided with nutritious organic fruit and vegetables at snack time and any specific dietary requirements are strictly adhered to, to protect children's health. They have some opportunities to try different tastes and textures. Staff talk to them during snack times about making healthy choices, such as choosing between biscuits and fruit. Parents are encouraged to provide a healthy lunch in their lunch box. At set times in the routine children are provided with fresh, full cream, organic milk, organic blackcurrant or orange squash, or water. Although children can ask for a drink at any time they cannot independently access a drink for themselves. This means there is a potential for younger or less confident children to become dehydrated, especially in circumstances where the environment becomes dry, after physical play, in hot weather or if they are unwell.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are well protected from harm because staff are diligent in their attention to security and safety. They have a good understanding of their role in child protection and are able to put appropriate procedures into practice. They have termly health and safety checks and regularly take feedback from parents to ensure all areas are well maintained and all identified risks are minimised. There are some checklists for staff, for example, in checking the outdoor play area. Children's safety is excellently promoted because the registered person takes positive steps to promote safety. A risk assessment process is followed by staff and any recorded accidents are included in updating the assessment to identify any new areas of risk to children's safety. This means children's well-being is further safeguarded.

Children are learning to keep themselves safe. Half-termly emergency evacuation drills involve children in discussions about playing safely. They begin to understand their rights and what

to do if they are concerned or worried in any way. Key working staff are able to describe their roles and responsibilities to safeguard children and develop a very good rapport with children, which enables them to share their feelings. Observant staff are skilful in promoting a caring environment, encouraging positive behaviour and making children aware of risks. Children help to tidy up and move safely around one another when using both indoor and outdoor areas. For example, they learn about safety when on outings, in road safety, in dangers of speaking to strangers and in the danger of playing near water.

Children always use a wide range of equipment that is suitable and safe. Premises are welcoming and child-centred because the room is decorated with a celebration of children's achievements. There are some very good quality resources and equipment, all at child-height and children can access all areas safely. Children are secure and well supervised in premises which are suitable for the purpose because the manager and staff ensure that the environment gives them equal access to a comprehensive range of good quality facilities that successfully promote children's development.

Helping children achieve well and enjoy what they do

The provision is good.

All children have their individual needs met and are developing a good range of knowledge and skills because there are effective plans which provide activities and play opportunities that help children achieve. The setting is well organised to allow all children to initiate their own play or join staff at adult-led activities. These activities are planned to ensure staff can challenge more able children with more vocabulary or higher expectations when playing games or taking part in other activities, or simplify them for younger children. Children begin to distinguish right from wrong and form positive relationships. There are consistent boundaries and very good adult support which helps children to develop appropriate social skills. Younger children are mostly attending on the days when sessions are shorter. As a result, staff organise more group games and activities on these days to develop social skills. Children are happy and settled because parents and carers are made to feel at home in the setting. Staff take time to share information if children have been unsettled at home or in the setting, such as the forthcoming arrival of a new baby in the family.

Nursery Education

The quality of teaching and learning is good. All key staff have good knowledge of the Curriculum guidance for the foundation stage. They use this knowledge to good effect by promoting children's progress and organising areas of play to ensure children can experience all areas of learning. For example, writing tables are well equipped and numeracy and mathematical tables have interesting games or adult-led activities to entice them. There are areas for creative art and craft, areas for dressing up and role play, construction and quiet areas for looking at books or extending role play ideas. Planning, observation and assessment is used to ensure positive outcomes for children. Staff tailor effective learning skilfully. They observe how individual children learn and make note of their interests and whether there are children who like to learn in a practical way or are keen to look at books and listen to stories, or can maintain concentration in developing role play. Staff encourage children to think and demonstrate what they know and understand. For example, they ask questions such as 'what will happen if we mix these two colours'. They extend children's knowledge through questioning, for instance, 'what shape have you made'. They listen and are interested in what children are doing, knowing when to intervene and when to allow children to follow their own interests. Staff are adept at building on children's starting points and allowing children to explore and

experience the activity, rather than insist that there should be an end product of the adults choosing. The staff have good relationships with children and encourage them to become involved and to persevere with tasks. As a result, children are helped to consolidate and extend their learning.

Children have good opportunities to develop their attitudes and dispositions that enable them to achieve in their learning. They are motivated to learn through exciting and interesting activities. They are developing their self-confidence and self-esteem and are beginning to learn right from wrong. They are developing an awareness of their own needs and that of others and begin to understand that their actions and that of others have consequences. They form good relationships with adults and other children and are beginning to understand they are a part of their families and the setting. Children are able to become increasingly independent when dealing with their physical needs. However, staff do not make best use of the opportunities that are presented during snack time, to further develop independence skills, develop numeracy skills or consolidate the learning from activities have been enjoying during the morning.

Children are developing their competencies well across the four aspects of communication; speaking, listening, reading and writing. There are many innovative and interesting activities which help children learn to listen to the sounds they need to recognise to form words in reading and writing. For example, a simple pink pig with legs dangling on woollen limbs will move when staff demonstrate how the sound 'p' makes a quiet noise and the air made from the sound makes the pigs legs move forward. Children enjoy many songs and rhymes and take turns to speak and listen in circle time. Children are able to be creative, expressing their own ideas and thoughts through art, music, dance and role play. They use all their senses and develop imaginative play as they create their own work and communicate their feelings. Children use a wide range of materials and tools to help them to express their creativity. This also develops their skills in mark-making in forming shapes of letters. For example, children paint, draw in art and craft activities and write lists in role play.

Children begin to see connections and relationships in numbers, shapes and measures. They match and sort are using mathematical language such as, more than, one more and one less, to help them to solve problems across a wide range of practical activities such as, stories, rhymes, games, puzzles and in their imaginative play. They begin to use number in a meaningful context and understand that number represent sets of objects. Children explore in many topics in many ways, in 'light and dark', in 'changes' in cookery activities and in looking at change when they mix paint colours. Children take photographs of their achievements and use the computer to download them and print them from their camera. They enjoy a wide range of physical activities. For example, in a game of 'passing a beanbag' staff encourage children to think about what 'passing' means. For instance, does it mean 'throw', does it mean 'give' it to someone else 'fast or slow'. This helps them to develop their confidence and skills both when using large and small apparatus, tools and equipment, in developing language skills and in considering other children's safety whilst having a lot of fun.

Helping children make a positive contribution

The provision is outstanding.

Excellent arrangements are made to ensure all children are included. There are ramped facilities to the setting to allow those with disabilities to gain access to all areas of the provision. There are sufficient, suitable resources and activities to help children learn about a diverse society through their play. Staff use these resources effectively to ensure children are encouraged to develop an understanding of similarities and differences in the wider community. The topics

include a variety of familiar festivals. Every effort is made to ensure all children have access to the activities provided and staff are sensitive in handling children's dietary or individual medical or developmental needs. Children visit local places such as, farm shops and the local post office. They develop very strong relationships with the school and local community, as they join with them, for example, for Harvest Festivals and Christmas concerts. Staff organise family activity days and invite visitors to the setting, who share their work experiences and cultural and religious knowledge and background with the children.

Children are able to feel a good sense of belonging, work harmoniously with others and make choices and decisions. They are developing good self-esteem and respect for others. Staff teach children to negotiate with each other to prevent disputes escalating. Staff are very good role models, in the way they speak to each other and the children. Changes in routine are indicated with a song or a familiar rhyme. As a result, children are happy, settled and very well behaved. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is outstanding. Children are developing very good relationships with adults and other children in a setting where staff work closely with parents and carers to meet individual children's needs and ensure they are fully included in the life of the nursery. Parents are given a handbook with very good, well laid out, concise information about life for their child at the setting. It encourages parents to take part in their child's education by taking books home, helping their child find their own name on arrival and choosing a place to hang their coat. It provides useful tips on how parents can support their child at home in their learning and development. There is a sharing diary. Parents are invited to share information in confidence about any family changes which may affect children, so staff can keep a special eye on them to meet their needs. There is a settling in policy, and parents are invited to visit with their children for sessions before they start. Parents express their appreciation for the parents evening sessions. For example, parents recently attended a session in the social and emotional development of children. Parents explain how they recognise the skill of staff in dealing with any emotional or difficult behaviour which is managed by staff 'getting into the child's world' to gain their trust to solve the difficulty. As a result, the exchange of information is very good and strong relationships are formed between staff and parents, which means children feel comfortable and settled because they see parents and staff acting together and giving consistent messages.

Organisation

The organisation is good.

Children benefit from good, effective organisation of the setting. All staff at the setting have appropriate childcare qualifications and considerable experience. They attend regular staff meetings where effective communication informs future plans. They have identified the talents of staff to make best use of those gifts in providing a well planned routine for children. The staff organise space and resources well for children and provide some adult-led activities, however, children are able to initiate most play for themselves in a well constructed day. Consequently children settle quickly and happily to play.

The leadership and management is good. The management and organisation of the setting is proactive in ensuring the practice of all staff contributes positively to children's good health, safety, enjoyment, achievement and ability to take an active part in the setting. The manager and staff have a plan of identified areas of need, planning for the future in their action plan. This includes the proposed development of the messy play area and sink, looking into extending the grassed area outdoors to provide more areas of exploration. They have clearly labelled all

areas of learning for staff, children and parents, developing storage of art and craft areas. Although these areas are identified in plans for improvement, the quality of the provision is already very good. Children can explore the outdoor area, plant seeds, grow trees, dig and find a variety of wildlife living alongside them. For instance, a mole, who, by the digging of the mole hill, supplies children with some very good soil for planting. However, during the organisation of snack time staff miss opportunities to further consolidate learning from the mornings events, develop children's appreciation of healthy eating or take the opportunity to develop independence skills in pouring their own drinks, serving themselves and solving some problems for themselves. For example, children are not challenged to think about how many plates or cups they need for the children sat at their table.

Children are protected from harm as the staff are aware of the importance of ensuring that all unvetted visitors are suitable and are not left unattended with children in the setting or whilst on outings. All policies and procedures protect children sufficiently and are effectively implemented to promote good outcomes for children. Records are available and retained for inspection. They are well organised and kept confidential. Overall children's needs are met.

Improvements since the last inspection

At the last inspection the provider was asked to ensure the nappy changing environment is made welcoming to children and to ensure that risk assessments are effective in minimising all identified risks, relating to toilet facilities and outside storage equipment.

Staff are clear about all identified risks and how to minimise them. They teach children to minimise many risks for themselves. Children's independent access arrangements, when they obtain resources from the new shed in the outdoor area, have been suitably assessed and all identified risks minimised. The provider had obtained an attractive mobile to engage children's interest if they need to have their nappy changed in a prone position on the changing mat in the privacy of a toilet area. Most children undergoing toilet training have their personal needs attended to in an upright position and the toilet area for children is child-friendly with child-sized fittings and potties readily available for their use. As a result, children's health and well-being is further safeguarded.

Nursery Education

At the last nursery education inspection the provider was found to have no significant weaknesses but suggested consideration should be given to improving spontaneous and planned opportunities for children to practise and develop their learning through the use of technology such as a computer.

The setting has set up an area which allows children to access the computer and other programmable toys and resources regularly. The programme of education is very much child-initiated, therefore children are able to access the computer whenever they choose. As a result children are able to develop their learning through the use of technology in a spontaneous way, following their own interests.

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.

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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):

- ensure children can access their drinks independently throughout the session, to prevent possible dehydration.

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):

- improve the organisation of daily routines, equipment and materials to further encourage children to make choices and develop independence.

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