

# Stow-On-The-Wold Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY340957
<b>Inspection date</b>	06 September 2007
<b>Inspector</b>	Pamela Edna Friling
<b>Setting Address</b>	Stow on the Wold Primary School, St. Edwards Drive, Stow on the Wold, CHELTENHAM, Gloucestershire, GL54 1AW
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<b>Registered person</b>	Stow-On-The-Wold Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Stow-on-the-Wold Nursery opened in 2007 and operates from purpose build premises within the grounds of Stow on the Wold Primary School, Gloucestershire. The nursery serves the local town and surrounding village communities.

Children attending the nursery have use of a playroom with direct access to an enclosed outdoor play area with both grassed and hard play surfaces. In addition, the nursery has use of the school play facilities on the adjacent playground and field. The nursery is registered to provide care for a maximum of 26 children at any one time. At present there are 15 children on roll, 13 of whom are in receipt of nursery education funding. Children attend for a variety of sessions. The nursery operates during school terms from 09.00 to 12.00 each weekday with extended sessions on a Tuesday when children may stay for lunch and continue for an afternoon session until 15.00.

The nursery is managed by a voluntary committee of school governors, local health workers and parents. The nursery employs two staff members, both of whom are qualified in childcare and education. The nursery receives support from the Local Authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's good health is promoted because there are effective procedures and practices in place for meeting children's individual physical and nutritional needs. They are cared for in a modern, very clean and well maintained care environment. Children take increasing responsibility for their own personal hygiene as they learn to control the taps and manage their own clothing. Children understand the need to wash their hands and describe germs as 'little black circles you can't see'. Children's health is well promoted through suitably trained staff and clearly documented routines for administration of medication and first aid. Records of accidents, medication and existing injuries are maintained, which are shared with and signed by parents.

All children have very good opportunities for physical exercise which contributes to their good health. Children develop their physical skills daily in both the indoor play room, school grounds and the enclosed nursery play area. They have daily, all weather, opportunities to develop their balancing, running, jumping, pedalling and pushing skills. Suitable clothing is provided to ensure children are able to take full advantage of the outdoor areas in all weathers. For example, hats are provided to wear in the sun and coverall suits to enable play in wet weather. All children are supported to join in activities at their own level and challenged to build on skills as they explore methods of moving. For example, less confident children are supported to step from one upright to another of varying heights in the school play area. Children challenge themselves as they attempt to balance up and down sloping logs and hop and jump along the hopscotch course. Children show good awareness of space as they move sensibly around the playroom avoiding furniture, floor toys and other users of the space.

Children's individual dietary needs are well documented to ensure staff are fully aware of special diets and the issues involved in catering for individual needs and preferences. Snack and drink options promote healthy living. For example, children attending the nursery are offered a daily fruit snack with a choice of drinks. Drinking water is available throughout the session with cups placed on the sink. However, the present system does not fully encourage children to independently help themselves to a drink when they are thirsty. Parents are offered advice and guidance regarding packed lunch contents to ensure children receive a balanced and healthy meal.

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

The provision is outstanding.

The premises are extremely welcoming and space well organised allowing children to play safely. The purpose built premises offer effective security measures to prevent unannounced entry of visitors or unsupervised exit by children. Child collection routines further promote children's safety as staff deploy themselves skilfully to supervise the door and to ensure children leave only with a designated adult. Risk of accidental injury is minimised by the thorough and very well documented risk assessment of potential hazards within both the premises and outdoor play areas. Under the watchful eye of highly vigilant staff children are able to choose from an excellent range of resources which are well organised, to allow them safe and independent access. For example, toys are stored invitingly in attractive storage boxes, labelled clearly with photographs, to aid individual choice. Furniture and equipment is of very good, robust, quality and provides children with a bright and clean learning environment.

Children are learning effective ways to keep themselves safe. Attentive supervision and clear explanation extend young children's understanding of safety issues. They participate in daily routines, such as tidying up. This encourages them to begin to take responsibility for their own safety and well-being. For example, children independently mop up water from around the water play area recognising that they may slip on the wet surface. Other procedures, such as reminding children to walk carefully when in the premises or moving down the stairs or ramp to the outdoor areas further safeguards children. Children know where they can safely play in the school playground and recognise and describe the boundaries for the area with safety surfacing.

There is a comprehensive written child protection policy in place and staff demonstrate a thorough understanding of child protection issues. This ensures children are well protected.

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

The provision is good.

Children are developing good relationships with each other and the staff. They arrive with smiles and enthusiasm and are warmly welcomed by the staff. Children settle very quickly to their chosen activities and enjoy a wide range of both adult planned and child initiated experiences which promote all areas of learning and development. For example, new children enjoy exploring water play and slowly dribble water onto their hands before moving quickly on to find what other toys the nursery has to offer. More established children settle to their favourite activities and show concentration and perseverance for their chosen task. For example, children spend extended periods of time creating patterns with coloured pegs, furnishing the new dolls house and working independently with the computer. Staff interact well with the children and continually praise achievements. Children are well supported by competent and caring staff. They give the children good support during their learning and play to support development. Effective questioning techniques encourage children to develop their language skills and solve problems.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a very good understanding of the Foundation Stage and the stepping stones. Clear and effective plans are in place covering all areas of learning. Weekly evaluations highlight individual children needing further extension or support. Staff know the children in the small group very well and use this knowledge to offer suitable differentiation within the planned activities for children's individual abilities. However, at present this differentiation is not clearly documented within the written plans. Children's achievements are well recorded through observational notes and written assessment records and show children's progress towards the early learning goals.

Staff make very good use of questioning to extend children's learning. For example, they discuss the need for petrol in cars as they build a petrol pump from a cardboard box and question children about shape, colour and taste as children squeeze juice from oranges. Children eagerly join in with the group counting during story as they count the items in 'Kippers Toy Box' as part of their active involvement in a very well planned story activity. Children sit spellbound as the story unfolds and join in enthusiastically as the contents of the box are explored and counted.

Children are eager to take part in planned activities. They are secure and settled within the nursery. Some children speak confidently within the group, approach visitors, ask questions

and play together well. They show independence as they manage their clothing after toileting and thoroughly wash hands. They confidently demonstrate how to get soap from the dispensers and how to dry their hands with paper towels.

Children's communication skills are developing. Most able children express themselves clearly. For example, they describe what they find under logs in the garden 'I'm finding mini-beasts' and 'I can see slugs and spiders'. They enthusiastically look under each log with magnifying glasses which they explain 'makes everything bigger'. Many can successfully find their names, with the aid of photographs, on arrival at nursery to hang up bags and coats. Children use their name cards during writing activities within the writing area and are able to practise early writing skills through everyday play activities.

Children have lots of opportunities to use mathematical language during everyday activities, for example staff encourage them to join in counting as part of daily routines and free play activities. Children are beginning to count confidently with more able children recognising some numerals. Children show an interest in numbers as they request a hop scotch course to be drawn on the play area and name the numbers as they attempt the course. This activity prompted a request for numbers to be written on the nursery fence. Children sort and classify object confidently by colour, size and shape. For example, children make play dough balls and snakes and are able to identify the longest and the shortest snake, the biggest and smallest balls. They describe the smallest ball as 'tiny'. Patterns are recreated and designed.

Children's ability to manipulate small tools is developing, they successfully use scissors, glue, rolling pins and hold pencils correctly. Confidence in technology is very good as children skilfully and independently use a mouse to complete simple games on the computer. They use imagination well, pretending they are on a boat in shark-infested water during outdoor play. On leaving the boat they run quickly through the 'water' to the safety of the 'grass'. They show a good understanding of the world around them as they explore mini-beasts, name fruits they like to eat and describe the juice from their oranges as 'sweet' or 'sour'. Children enjoy arts and crafts and freely design and create collages, models and paintings.

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

The provision is good.

Staff act as excellent role models for children, fostering a positive attitude to diversity. Children benefit from a wide range of play resources and planned activities to extend their understanding of the wider world community. Good quality books encourage children to explore their emotions and introduce them to images of people from different cultures. For example, when discussing what might make them cry children respond 'I cry when I don't get my own way'. Other children state 'I'm happy today'. Children celebrate world festivals and go on local outings to extend their understanding of both their local environment and the wider world. Children's spiritual, moral, social and cultural development is fostered well. Children are polite, kind and caring. The children are very happy and content within the group.

Partnership with parents and carers is good. Detailed information is given to parents before their child starts nursery, which includes policies and operating procedures and good quality information regarding the Foundation Stage of learning and how their child's educational progress will be monitored. However, limited information regarding planned topics restricts their ability to take a fully active part in their child's learning. Time is taken for informal verbal exchange of information between parents and staff. This enables parents and children to become familiar and confident with the nursery routines and procedures and allows staff to

gather good quality information in order to meet children's individual care needs. However, initial information from parents regarding their child's abilities, likes and dislikes is not collected systematically or revisited regularly to ensure parents are able to contribute actively to their child's ongoing assessment records. Questionnaires and requests for suggestions for improvement mean that parents are able to make any comments about the nursery or the care of their child. Parents are extremely positive about the care and learning that their children receive at the nursery.

Staff demonstrate understanding of how they would care for children with learning difficulties and disabilities to ensure they are well supported. For example, the nursery staff work in close co-operation with the school in the identification of individual special needs and the devising of individual plans for care and education.

Children's behaviour is excellent. The atmosphere within the nursery is calm and quiet. Staff form positive role models for the children. Good manners are encouraged. Children are kind and caring towards one another as they help each other during activities. For example, items dropped by one child are picked up by another and passed back with thanks. Staff are calm with the children, using appropriate behaviour management techniques with the children, for example, distracting child to alternative activities with clear explanations as to why some actions are not acceptable. Staff refer back to photographic group rules displayed clearly for children to see.

## **Organisation**

The organisation is good.

The nursery is well organised. Robust recruitment and vetting procedures are in place to ensure that children are well protected and cared for by staff with experience, knowledge and motivation. Staff attend regular training courses to enhance their knowledge and personal development. The setting policies and procedures are very detailed and are read and signed by all staff and committee members to ensure a consistent approach to the care of the children. All required documentation is in place, securely stored for easy access and to ensure confidentiality.

Children are well cared for in a very safe, welcoming and well organised environment with lots of space for children to move around freely. Resources are of very good quality and easily accessible to children. Children's health is well protected with healthy eating encouraged. They have access to drinks throughout the session although difficulties of access restrict independent use.

Leadership and management is good. The nursery has a clear vision for the future as the number of children attending grows and the nursery becomes established in the community. Planning and assessments are clearly linked to the Foundation Stage curriculum. However, an outline of these plans is not shared effectively with parents to enable their full involvement in their child's learning. Information for parents regarding the nursery is very good. However, exchange of information with parents regarding progress does not systematically encourage their contribution to ongoing assessment of their child's ability. Differentiation within activities is offered with sufficient challenge for children to build on their prior knowledge. Staff work closely with the school to continue to develop their practice. Staff benefit from regular staff meetings where they can evaluate the provision and plan for children's next steps in learning.

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

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration 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.

## **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 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):

- improve children's independent access to drinking water.

#### **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):

- encourage parental contribution to their child's development and learning through information on planned activities and experiences and opportunities to contribute to ongoing observations and assessments.(also relates to childcare)

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