

# Catherington Village Hall

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY342605
<b>Inspection date</b>	16 July 2007
<b>Inspector</b>	Coral Hales
<b>Setting Address</b>	Catherington Lane, Catherington, Waterlooville, PO8 0TD
<b>Telephone number</b>	07899896135
<b>E-mail</b>	
<b>Registered person</b>	Catherington 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 outstanding.

### WHAT SORT OF SETTING IS IT?

The Catherington Nursery opened under new management in 2006 and operates from the village hall in the village of Catherington, Hampshire. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday during term time from 09:00 to 12:00 and additionally from 12:30 to 15:00 on Tuesday and Friday afternoons. All children share access to a secure enclosed outdoor play area.

There are currently 41 children aged from two to under five years on roll. Of these, 38 children receive funding for early education. Children come from a wide geographical area. The nursery has good systems in place to support children with learning difficulties and/or disabilities and for those who speak English as an additional language.

The nursery employs eight members of staff. Of these, seven hold appropriate early years qualifications. The setting receives support from the Pre-School Learning Alliance and an advisory teacher from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's health is well promoted by staff who follow effective health and hygiene procedures and practices which meet the children's physical, nutritional and health needs. Children learn the importance of good hygiene practices in promoting their health and they become increasingly independent in their personal care. Their welfare is promoted because the staff can respond to accidents appropriately as current first aid certificates are held by all staff. Parents give written consent for emergency treatment/advice.

Children are appropriately nourished and have good opportunities to learn about healthy eating as resources such as the table mats with pictures of different fruits promotes their interest in food. They eat nutritious food and begin to understand why it is good for them. Children select fruit for snack, however this is prepared previously and they miss opportunities to observe whole fruits and help to prepare it. They help themselves to easily accessible drinking water throughout the session.

Children explore and develop physical control through a variety of stimulating indoor experiences for example, as they use the trampoline and the balancing beams. They have many opportunities to develop new skills and use existing ones. They move spontaneously around the room with good levels of coordination and an awareness of space and of others around them. Regular opportunities are provided for the children to have physical play out in the fresh air and they use the climbing frame, wheeled toys and streamers and ribbons.

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

The provision is good.

Children are cared for in a provision where risks are identified and minimised, and daily risk assessments to reduce potential hazards are completed to ensure children's safety is maintained. Staff have a good understanding of how to achieve a balance between freedom and setting safe limits, and how to involve children effectively in helping to organise their own environment. Effective measures are in place to ensure the premises are secure and that children are dropped off and collected safely. Children take part in regular emergency evacuations with staff and all are clear about the procedures to follow.

Children use a very good selection of resources that are well suited to their age and ability and this allows them to play safely. Equipment is well maintained and suitably displayed to allow children free access to develop their own play.

Children stay safe because staff operate clear child protection procedures and share them with parents. Relevant policies are in place however these do not make reference to the new Local Safeguarding Children Board guidance. Staff are aware of their role in child protection issues and understand their professional duty regarding children's safety. They have a good understanding of known indicators of abuse and procedures and some staff have attended advanced training to further develop their knowledge.

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

The provision is outstanding.

Children enjoy their time in the nursery and close and caring relationships are evident. Younger children's learning is very well supported as staff use their knowledge of the Birth to three matters framework to ensure that activities are suitably planned for the under three's. Children are interested in the broad range of purposeful and developmentally appropriate indoor and outdoor activities which promotes their learning.

### **Nursery Education**

Children achieve well because staff are highly skilled and use their very good understanding of early years guidance to provide high quality education. All children arrive happy and eager to participate and are settled, chatty and self-assured. They have an excellent attitude to learning, ask questions, show interest and use their initiative and take responsibility for themselves. Children become engrossed in what they do and concentrate well as they, for example, use the 'Hand Gym' (a collection of small items) that encourages them to develop good fine motor skills. They exhibit wonder and excitement as a visitor shows them how to create and then race a model car propelled by elastic bands. Children exhibit high levels of confidence and this has been achieved by the consistent support and interaction of the staff. For example, children are engrossed and excited as they use the play dough to make shapes and as they use the computer. They use very good vocabulary to describe their ideas and thoughts and enjoy talking in front of their peers. Language skills are fully extended by staff as they constantly engage children in conversation, for example, during circle time, as they play and at the snack table. Children show very good levels of imagination as they play together in the role play area and dress as 'doctors and nurses' and staff skilfully support and extend their learning. Children are fully independent as they choose where to sit, what to play with and they put on their coats and shoes at home time. Staff are successful at motivating children, for example, well planned activities about 'going to school' has interested all the children. Those leaving are excited, confident and keen to go to 'big school'.

Assessment records are excellent, they are clear, informative, and contain written progress sheets, photographs and children's own work. Parents can add comments and are extremely pleased with the scrapbook that they keep as a record of their child's time at the nursery. The record of achievement assessments are well-maintained, linked to the stepping stones and clearly show children's progress. These are then shared with the child's new school.

Teaching and learning is outstanding. Staff enrich the experiences for all children with well-planned activities and resources. Staff are excellent communicators with children, they know them really well and give attention to each child. Their enthusiasm and high motivation encourages children to join in and take part. Staff take time to explain to the children what is expected of them and are positive and patient role models. They encourage them to ask questions and do as much as they can for themselves.

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

The provision is good.

Children are treated equally and with respect and there are effective systems in place to meet their individual needs. They learn about diversity through a good range of play provision and well planned activities. They enjoy learning about the wider world as they take part in festivals for example, Chinese New Year and special religious events such as Christmas and Easter.

Children behave well in response to staff's good use of praise and encouragement to enable them to achieve and to be rewarded for their achievements. They begin to manage their own behaviour and help others and talk about 'their friends being good' and that 'some of the children can be naughty'. Staff are good role models for children as their manner is calm and polite. Praise is given freely to children which ensures they develop confidence and self-esteem and understand when they have done well. This helps them to develop a sense of well-being, self-worth and a positive self-image. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is outstanding. This contributes significantly to children's well-being in the nursery. Their views are sought when the child starts at the nursery and on a regular basis throughout their time there. Parents are kept well informed about their child's development and progress and they have the opportunity to make comments. Very effective systems are used to involve the parents in the children's learning, for example, newsletters give information about topics and themes and helpful hints are given about developing children's learning in the home. They are welcomed into the nursery at all times and feel happy to discuss their child's needs with staff. Parents speak very positively about the nursery, the staff and the excellent progress that their child has made.

### **Organisation**

The organisation is good.

Children are very happy and settled, high adult to child ratios ensures that they are well cared for and supported during their time at the nursery. The nursery is well-organised with both indoor and outdoor space effectively arranged to maximize the play opportunities for children. This ensures that they enjoy an imaginative and stimulating environment. Effective organisation of all records and documents ensures their welfare and all complaints are logged and procedures are met in a robust manner. Staff meet regularly to discuss practice and planning and attend regular training. Appraisals are in place, however these have not yet been implemented.

Leadership and Management is outstanding. Staff are well qualified and very experienced and clear communication between them each day enables them to provide a stimulating, well-balanced programme of activities. They know the children really well and use highly effective teaching methods to promote children's interest in learning. There is a very well planned curriculum in place which is based upon effective monitoring of children's progress. Staff regularly observe children and these are used well to identify children's next steps and to plan to meet these. Staff are committed to the continuous evaluation and improvement of their practice and of the educational programme provided. Overall, the provision 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.

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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 child protection policies are in line with current guidance from the Local Safeguarding Children Board.

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

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)