

Primrose Hill Nursery

Inspection report for early years provision

Unique Reference Number	101721
Inspection date	13 March 2008
Inspector	Shirley Ann Jackson
Setting Address	Primrose Hill CPS, School Crescent, Lydney,, Glos, GL15 5TA
Telephone number	01594 844450
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Registered person	Primrose Hill Under Fives Playgroup
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?

Primrose Hill Under Fives opened in 1985. It has been operating from a classroom on the site of Primrose Hill School since 2001. The nursery serves the catchment area near Lydney, Gloucestershire.

A maximum of 24 children may attend the group at any one time. The nursery is open each weekday from 08.55 to 15.40. Three sessions per week are reserved for rising five children. The setting is open 40 weeks per year. All children have shared access to the school playground. There are currently 62 children aged two years to four years on roll. Of these 56 children receive funding for nursery education. The nursery currently supports a number of children with learning difficulties or disabilities. Children who have English as an additional language are welcomed into the group.

The nursery employs eight staff, of these seven hold appropriate childcare qualifications and one is currently on training to achieve a recognised qualification. The group receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about good hygiene procedures as they follow well established routines; for example, they willingly wash their hands before eating snack. They know that they need to wash their hands, "cos they need to be clean and shiny". Children see adults taking care of the environment as tables are cleaned before snacks are offered. Children become involved in this as they eagerly wipe the table after they have eaten lunch or if drinks are spilled at snack time. This helps them to realise the importance of maintaining appropriate levels of cleanliness.

Children's health is promoted as all members of staff working with the children hold current first aid certificates and a first aid box is readily accessible. Appropriate procedures are in place for staff to record accidents and to share these with parents. Clear procedures are in place for the administration of medication. Parents complete a Health Care Plan to give staff all of the correct information and consent before medication is administered.

Children attending the group are offered snacks during the session. These are healthy, balanced and are offered in suitable quantities for the children to enjoy. Staff sit with the children encouraging manners and social interaction. Children are offered drinks of water or milk at snack times, which they pour for themselves. Drinking water is available on request to children during each session. Some children attending the group stay for lunch. They bring a packed lunch with them, which means they enjoy their own familiar food. Parents are given ideas of what to include to provide the children with a healthy and balanced lunch.

Children move spontaneously within the available space. They move freely with confidence and pleasure, for example, running around the playground. Children mount stairs using alternate feet when they climb up and down stairs to play on the playground. They have the opportunity to adjust speed or change direction to avoid obstacles and to stop when playing on wheeled toys. Children negotiate an appropriate pathway when walking indoors and running outdoors. They show respect for other children when sitting among them, for example, when sitting at story time. Some children collaborate in sharing tasks, such as, carrying a box of toys to the shelving unit together. Children show awareness of own needs with regard to eating and personal care. They have the opportunity to show awareness of a range of healthy practises with regard to eating as they take part in healthy eating activities. Children engage in activities requiring hand-eye coordination. They use one-handed tools and equipment, such as, scissors. Children demonstrate increasing skill in using mark making, small world and construction toys. They understand that equipment and tools have to be used safely, for example, when using knives to cut fruit and vegetables.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in premises which are clean, bright, secure and well maintained. The premises are secured when all of the children have arrived, preventing unauthorised entry and the risk of children leaving unnoticed. This helps to keep children safe. The room is made welcoming to children as there are lots of displays of the children's work and photographs of the children at play adorning the walls. Children are able to move freely and safely around the areas used as staff have identified and minimised potential risks. Staff supervise children effectively as they play both indoors and outdoors. Staff encourage children to think about

the consequences of their actions in relation to helping to keep others safe, such as, when they move their chairs after story time.

Children are offered a wide range of stimulating and interesting activities. Resources and equipment are good quality, well maintained and are appropriate for the ages of the children attending. A number of resources are stored in labelled boxes on low level shelving units. This gives children independent access and choice in their play.

All staff hold current child protection certificates. This means they are able to safeguard and protect the children in their care. Staff are aware of the indicators of abuse and neglect. They are aware of the correct procedures to follow if they have any concerns about a child in their care. A child protection policy is in place and contains details of the procedure if an allegation is made against a member of staff. The policy is shared with parents via the policy folder kept at the group. These procedures help to safeguard children's welfare and well-being.

Helping children achieve well and enjoy what they do

The provision is good.

Younger children settle well at the group. They have comfortable relationships with staff and their friends at the group. Children have a sense of belonging as there are photographs and examples of children's work displayed in the playroom. Younger children learn social skills and enjoy being with and talking to adults as they chat happily during activities. Children's imagination and creativity is fostered as art resources and role play resources are available at every session. They are able to experience a range of different experiences and materials.

Nursery Education

The quality of teaching and learning is good. Staff have a secure knowledge of the Foundation Stage and stepping stones. They demonstrate a clear understanding of how young children learn and progress and use a good range of teaching methods. Staff offer a broad and stimulating range of activities. Children are encouraged to learn at their own pace and in their own way. Staff provide an interesting and welcoming environment which encourages children to learn independently. Teaching motivates children so they are keen to learn and most make good progress. Children are happy, enjoy coming to the group and have a positive attitude to learning. They are involved, motivated and engaged in a broad range of developmentally appropriate indoor and outdoor activities which provide good levels of challenge. They show good levels of independence, curiosity and concentration to explore a wide range of new experiences. Overall, children make good progress in their learning and achieve well given their capability and starting points.

Younger children use simple statements and questions, often linked to gestures. Older children build up vocabulary that reflects the breadth of their experiences, for example, talking about cooking play dough. Children listen to others when the conversation interests them. They respond to simple instructions, for example, at tidy up time. Some children begin to use more complex sentences. Some children use a widening range of words to express or elaborate their ideas. Some children talk activities through, reflecting on and modifying what they are doing, for example, when building a 'space rocket'. Children enjoy taking part in rhyming and rhythmic activities. They listen to and join in with stories. Children show interest in illustration and print in the environment. They handle books carefully, hold books the correct way up and turn the pages appropriately. Children draw and paint. Children engage in activities requiring hand-eye coordination. They use one handed tools and equipment, such as, scissors.

Children use number names and language spontaneously in play, for example a child counted six children sitting with her as she played. They show an interest in numbers and counting, for example, they play snakes and ladders and count as they move their pieces around the board. Some children recognise numerals 1 to 5, then to 9. Some children show confidence with numbers by initiating or requesting number activities. Some children count up to three or four objects by saying one number for each item. Children show an interest in shape and space by playing with shapes or making arrangements with objects, such as, making a track with the large wooden bricks. Children observe and use positional language. They use size language such as 'big' and 'little'. Children have opportunities to instruct a programmable toy.

Children have opportunities to show an interest in why things happen and how things work, for example, as they use piping to roll items down. They talk about what is seen and what is happening. Children have opportunities to examine living things to find out more about them, such as, caring for plants and seeds. They have opportunities to show an awareness of change, for example, as they look at the changes in the seasons. Children investigate construction materials, such as, plastic and wooden bricks. They realise that tools can be used for a purpose. Children join construction pieces together to build and balance. They begin to try out a range of tools and techniques safely, for example, as they use knives to cut up fruit and vegetables. Children have opportunities to construct with a purpose in mind using a variety of resources. Some children remember and talk about significant things that have happened to them. Some children begin to differentiate between past and present. Children have some opportunities to show an interest in ICT, however, this is limited. They show an interest in the world in which they live, for example, as they visit the nearby toddler group. Some children notice differences between features of the local environment, for example, a child talked about making sandcastles at the beach and at the group. Children have opportunities to comment and ask questions about where they live and the natural world, for example, as they walk round the school field.

Children make three dimensional structures, such as junk modelling and building with bricks. They begin to differentiate colours. Children begin to construct stacking blocks horizontally and vertically, making enclosures and creating spaces. They have opportunities to notice what happens when they mix colours, for example, a child knew that she had made purple and could recall the colours she mixed. Children show an interest in the way musical instruments sound. They explore and learn how sounds can be changed. Children use available resources to create props to support their role play. They engage in imaginative and role play based on their own first hand experiences, such as, 'going shopping'. However, there is scope to improve the resources offered for role play. Some children play alongside others who are engaged in the same theme, such as, playing families. Children show an interest in what they see, hear, touch and feel as they explore using a range of different media.

Helping children make a positive contribution

The provision is good.

Children learn about the local community as they go out for local walks, for example, to the post box and outings to the nearby church. They find out about the wider community as the group has a suitable range of resources which reflect positive images of the wider community. This helps children to learn to value others and to become aware of diversity. The group also invites visitors to the group to help children to become aware of the wider world as they have visits from Zoolab.

Staff have the knowledge, experience and training to enable them to include all children in the activities in their own way and at their own level. This raises children's self-esteem and gives

them a sense of belonging. The special educational needs coordinator (SENCO) has not been able to attend current training to support children with learning difficulties or disabilities. The group receives support and advice in this from the area SENCO and from the school SENCO.

Staff have consistent expectations of children's behaviour and they are clear about the boundaries within the group. They attend training to ensure that they have the strategies in place to deal with different challenges and difficulties. Children are constantly encouraged to do what they can for themselves, building their confidence and independence skills. They are praised by staff who clearly explain what the praise is for, such as "that's really good tidying up, well done". This promotes positive behaviour and builds children's self-esteem. Staff are positive role models for the children with their calm, friendly and reassuring manner. Children follow this lead and their behaviour is good.

Children show curiosity, for example, looking at the recipe for play dough. They have a positive approach to new experiences. Children show increasing independence in selecting and carrying out activities, for example, at free play time. Some children display high levels of involvement in activities, such as, board games. Some children persist for extended periods of time at an activity of their choosing, for example, children playing with Lego. Children have opportunities to take risks and explore within the environment, such as, climbing trees. They separate from main carer with confidence. Children have a sense of belonging as they talk about who is not at the group. They show care and concern for self as they attend to their own personal care. Children talk freely about their home and their community. They feel safe and secure and demonstrate a sense of trust. Children seek out others to share experiences, for example, children playing on the hobby horse together. They relate and make attachments to members of their group. Children have opportunities to show care and concern for others, living things and the environment.

The partnership with parents and carers is good. Parents receive good initial information through a welcome pack. This includes details of the curriculum followed, what the group offers and introduces the staff. Ongoing information is then shared through regular newsletters, a notice board and daily informal chats with staff. Formal parent events are held twice during the year, in line with the school which the group is attached to. An annual questionnaire is sent out to parents to seek their views on what is offered and to make sure they are happy with the service offered. Parents get involved in their child's learning as they share play packs at home with their children. Parents spoken to are happy with the care offered to their children.

Organisation

The organisation is good.

Staff are well qualified, experienced and enjoy working with the children. Staff are encouraged to train for their own professional development as well as improving the care and education the children receive. Staff are enthusiastic, motivated and interact well with the children and each other. The premises are effectively organised to encourage children to become independent learners. A number of resources are stored where children can easily access them in low level storage and are clearly labelled.

All legally required documentation is in place, well maintained and available for inspection. The group's registration certificate is clearly displayed so parents have information about the conditions of registration. The group's policies and procedures are shared with parents through the welcome pack and the full folder is available on request. Staff effectively support the

children during their play and learning as mandatory ratios are well maintained. However, there is scope to improve the way large group times are managed.

Leadership and management of the group is good. There is a clear structure to the staff team and they are led by an effective play leader. Staff work well together as a team and they are aware of their roles and responsibilities within the group. The leader delegates tasks to provide staff with new and different experiences and expertise. Staff are supported by an enthusiastic voluntary management committee who oversee the setting. Effective management enables the staff to meet regularly and they have annual formal appraisals to encourage professional development. Staff and the committee are both committed to improving the care and education for all the children attending. Overall, the setting meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last care inspection the group agreed to; continue to develop the operational plan and make available for inspection; ensure that the complaints procedure makes reference to the regulator; obtain parental permission for the seeking of emergency medical treatment if required.

At the last education inspection the group agreed to; ensure that opportunities are further developed for children to extend language and vocabulary throughout all interactions; develop opportunities for children to participate in finding solutions to conflict in order to promote problem solving; ensure scientific experience knowledge gained in the setting is linked to the outside world in order to increase children's understanding of their environment.

The group's operational plan is now a comprehensive document which all staff are involved in producing and maintaining. The complaints policy has the contact details of the regulator for parents if they want to use this. Children's health has improved as the group obtains written parental consent to seek emergency medical treatment.

Children's learning has improved as staff include new vocabulary and language skills in all of their activities. Children are given frequent opportunities to problem solve and to take part in simple scientific experiences, such as, looking at growth of plants, floating and sinking, pouring and quantities during sand and water play.

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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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):

- consider ways to improve the management of large group times

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):

- consider ways to improve children's use of ICT and the resources used for role play

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