

Greatstone School Nursery

Inspection report for early years provision

Unique Reference Number EY348725

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Inspector Jenny Kane

Setting Address Greatstone Primary School, Baldwin Road, Greatstone, NEW ROMNEY,
Kent, TN28 8SY

Telephone number 01797 363 916

E-mail enquiries@greatstonesschool.co.uk

Registered person The Governors of Greatstone School

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?

Greatstone School Nursery was registered in March 2007 and is run by the governors of school. The nursery operates from a single storey building in the grounds of Greatstone Primary School in Greatstone. There is access to a secure enclosed outdoor play area.

A maximum of 52 children may attend the group at any one time. It is open Monday to Friday from 09:00 to 15:00 during term time. Children attend on a sessional or full time basis. The group serves the local and surrounding area.

There are currently 32 children on roll aged from three to five years all of whom receive funding for early education. The nursery supports children with learning difficulties.

In addition to the coordinator, the nursery employs five staff. Of these, four hold appropriate early years childcare qualifications. The group receives support from the Local Authority Early Years advisory teacher and teaching staff at the school.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and comfortable environment where staff pay very good attention to hygiene and maintain high standards. Staff keep accurate medication and accident records and ensure they have all the information needed to meet children's individual health needs. All staff hold first aid certificates and first aid resources are readily available. This means they can give appropriate care in the event of an accident or emergency. Children are developing a good understanding of personal hygiene and know they need to wash their hands after using the toilet and before eating. For example, when they finish painting, they take themselves independently to wash their hands managing to use the soap and paper towels to clean off the paint.

Children bring a packed lunch, which is stored suitably until lunchtime. They eat at tables in small groups, where they chat to staff and other children. During lunch, children talk about healthy food. One child has brought pasta, another raisins and they discuss what they like and that food makes you strong. When they have finished children wait quietly asking before they leave the table and putting their boxes back on the trolley. Children help to prepare the snack, cutting up fruit and getting the snack bar ready. They choose when they have their snack, taking melon, banana, apple and orange and putting them into their dish. Staff show children what the melon looked like before it was cut into pieces. Children are interested to see the large number of pips.

Children have good opportunities to participate in activities, which promote their physical development. There is a large amount of space indoors to move about freely. Children enjoy role-play and using the play tent, making up imaginary games. Children choose if they want to play in the garden and enjoy the freedom of moving between play areas. There is a good range of equipment to encourage children's large motor skills. Children show coordination when jumping, running and climbing. They demonstrate a good sense of space and move about confidently riding trucks and bikes. Two children find they need to cooperate when on the double bike to make it go. One child hears an aeroplane overhead and a discussion ensues amongst staff and children about where it might be going.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play safely in stimulating, bright and well-maintained premises. The staff take positive steps to ensure children's safety at all times and to minimise hazards. For example, risk assessments are carried out daily, fire fighting equipment is in place and there are regular fire drills. Good security procedures ensure that only welcomed and suitable visitors enter the premises.

Children have easy access to the large secure play area, which staff check prior to use. There is a very good range of toys and equipment available for children's play, both indoors and outside, which meets their developmental needs. The majority of the resources are new which helps to create a pleasant and child-friendly environment. However, there are few resources made from natural materials or textures. Children freely select what they play with from shelving units and trays around the play areas. This encourages decision-making and independence.

The manager and her staff have a clear understanding of their role in safeguarding children. They show a very good awareness of child protection issues and procedures. The clear policy document reflects the recent changes to procedures. The designated person is awaiting training to update her already sound knowledge.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and have good relationships with their peers. They play well together learning to share and negotiate. For example, a group of children playing with the workbench share the hammer and drill showing each other how to join the pieces together with the nuts and screws. Children show excitement and enthusiasm during play because staff plan activities which are interesting and challenging. They enjoy positive relationships with the staff and their key workers, which helps them to feel supported and secure in their play. Children readily help by putting toys back into boxes, "We're helping to clear up". Children's work is valued and there are some displays on the walls. The staff have a sound knowledge of the Birth to three matters framework. They are putting together profile books, developmental records and displays ready for when the two and three-year-old children start next term.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the six areas of learning. This is because the staff working with the children in receipt of funding have a good knowledge of the early learning goals and Foundation Stage curriculum. Staff are enthusiastic and have a sound understanding of how children learn and progress. The planning shows clear aims, objectives, resources, evaluation and how activities can be extended to meet individual needs. Staff observe and assess children during the sessions making notes as they go which are later transferred to the development folders. This ensures progress is identified against the stepping stones and helps staff to plan the next steps in children's learning. As a result, children are motivated, challenged and enjoy their learning.

Children are achieving well in the areas of personal, social and emotional development. They are confident to try new activities, make suggestions and express opinions. For example, they talk about things that happen at home, their pets and families. One child tells others she lives in a bungalow and so does not have any stairs. Another states they have a white front door. Children demonstrate high levels of independence pouring drinks at snack, taking themselves to the toilet and putting on coats for garden play and aprons for painting.

Children's communication, language and literacy skills are successfully encouraged by staff. They engage children in conversations that promote their language by using open-ended questions during activities. The mark making area is well equipped and children enjoy selecting pencils and paper to draw and practise writing. During a painting activity, children automatically find a pencil to write their name on their work. Some of the written signs are rather high for children to see. Children learn to recognise their names and familiar words through labelled work, equipment and their individual trays. Staff encourage children to have a love of books and to show respect by returning books when they have finished looking at them. Children enjoy listening to stories within groups and individually. Staff sit on the floor with them discussing the content, holding the book so all children can see and enjoy the experience.

Children's mathematical development is progressing well through routines and everyday activities. They incorporate counting when they line up for snack and going outside. One child

confidently counts 11 children waiting. Children pour and measure the sand in the tray using various tools like buckets, sieves and spades. They enjoy making constructions with the interconnecting plastic shapes, fitting them together to create cubes and vehicles. Staff encourage children to look at shape, colour and size during play. A child playing with the wooden blocks states he is making a wall and collects up all the blue bricks. He identifies various shapes and uses triangles for the roof.

Children demonstrate their creativity and imagination by acting out scenarios and experiences during role-play. A group of children play in the home corner with the props sharing and cooperating. One child makes a cup of tea while others push dolls around in pushchairs. Children experiment with colour, feel and texture when they use the sand, water, and painting area. They enjoy art and craft activities, painting owls and decorating with feathers. Children respond enthusiastically to songs, singing and rhymes. They have access to good quality musical instruments in the music trolley. Children freely approach and select drums, shakers and bells which they use to make sounds. Several other children join in, a small group forms, and with the help of staff they make a rhythmic noise.

Helping children make a positive contribution

The provision is good.

Children receive a good amount of individual attention from staff who treat them with respect and as individuals. For example, they do not raise their voices; speak politely to children and use a great deal of positive praise. They ensure children are busy and occupied with interesting activities. As a result, children's behaviour is very good. Children benefit from staff's awareness of equality issues and their commitment to inclusion. A key worker system works well in practice with each child having an allocated member of staff who is responsible for liaising with their parents about progress and development. In addition, the use of contact books helps to share information about the children's care.

Children's knowledge and understanding of the world is developing through participation in a variety of topics and practical activities. They have equal access to toys, books and play materials, which reflect and promote diversity and positive images. There are some programmable toys and gadgets available with more on order. Although children can visit the school's IT suite, the nursery does not have its own computer area. Children have good opportunities to join in activities in the community. They do this through visits to the church, shops and the school. The nursery fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is good. The nursery staff continue to develop positive and friendly relationships with parents which contributes to children's well-being. There are good visual displays in the lobby area to back up the written and verbal information about the curriculum. Staff regularly assess children's progress and record information in their individual folders. However, these are stored in the office and are not readily available to parents unless they particularly ask. The nursery intends to have regular consultations and open evenings to discuss educational progress. Parents know staff well and confidently approach them to share information about their children. This helps to ensure that parents take an active role in their children's care and learning.

Organisation

The organisation is good.

Children benefit from being cared for in a well-organised environment where staff have a high regard to the well-being of the children. Staff plan the sessions and activities well and make effective use of the resources and their time. They have given thought to the use of the space, organising it to meet the needs of different age groups for when the younger children start next term. The nursery benefits from the support of an administrator during the mornings. This ensures that the manager has sufficient time to work with the staff and the children. All required, mandatory documentation is in place and appropriately maintained. Written policies and procedures are of a high standard and well produced. There is a policy folder in reception, which parents can consult. However, there is limited information about policies in the prospectus. There are good procedures for staff recruitment, induction and appraisal in place.

Leadership and management are good. The management committee takes overall responsibility for the running of the nursery. The head teacher takes an active role and is fully involved in managing and supporting the staff. For example, he often turns up to visit the children and they respond in a positive way. There is good support from the nursery coordinator who holds a teaching qualification and also teaches in the reception class. This ensures a coordinated approach to the curriculum and benefits children when they enter the main school. The manager has a good management style, working alongside her staff offering good support and guidance. Senior staff are able to deputise in her absence and have the necessary qualifications and experience to undertake their roles. As a result, team working is very good. Staff have an excellent commitment to their own personal development and training. They are proactive in accessing support and advice from outside agencies. This ensures they continue to monitor and evaluate the provision, which in turn helps to promote the children's care and education.

The setting meets the needs of the range of children for whom they provide.

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):

- consider ways to make the environment more visually stimulating for younger children through the use of texture and natural materials
- consider how to further share with parents written information about policies and developmental records (applies also to education)

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):

- increase the provision of labelling and displays of written word and number at children's eye level
- increase opportunities for children to use information and communication technology.

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