

North Petherwin Sunbeams Nursery

Inspection report for early years provision

Unique Reference Number	EY222406
Inspection date	05 March 2008
Inspector	Anne-Marie Moyse
Setting Address	Brazzacott, Launceston, Cornwall, PL15 8NE
Telephone number	01566 785207
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Registered person	The Governing Body of North Petherwin Primary 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?

North Petherwin Sunbeams Nursery opened in 2002, and is managed by the Governing body of North Petherwin Primary School. It operates from a room within North Petherwin Primary school in the village of Brazzacott, North Petherwin, nine miles from Launceston. The nursery serves the very rural, local area.

There are currently 17 children from two to five years on roll. This includes 13 children receiving funding for nursery education. 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 term times. The nursery is open from 9.00 to 15.30.

The provision employs four staff, who all hold relevant childcare qualifications and work with the children. Of these staff, three have level three early years qualifications and one member of staff is currently working towards a level three qualification. The nominated person is a qualified nursery and primary teacher and is head of North Petherwin school. The nursery has support from teachers within the school and from Family Services.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a very clean and well maintained environment. Staff employ very good procedures for promoting high standards of hygiene and minimise the risk of cross infection. For example, tables are regularly wiped down with antibacterial spray and staff use antiseptic gel in addition to washing their hands. Children are encouraged to be independent in toileting and addressing their personal hygiene, such as blowing their noses. Staff supervise children in the toilet areas, and ensure that their hands are washed thoroughly after toileting and before eating. Good procedures are followed with nappy changing, with staff using protective gloves and sterilising the changing mat each time.

Children receive good care and attention if they become ill or are involved in an accident. Parents provide detailed information on children's individual needs and give relevant consents, such as emergency medical treatment and sun cream, to guide staff. Most staff hold training in first aid and are meticulous in ensuring that all accidents are recorded and countersigned by the parent. However, some records do not maintain confidentiality.

Children enjoy a healthy and varied diet, with children being able to choose to bring their own packed lunch or have a hot nutritious meal which is prepared on site by the school cook. Meals that are provided are very healthy and appetising, with a good selection of fruit and vegetables incorporated into each meal. At snack time, children are offered a wide range of fresh fruits and vegetables and a drink of milk or water. They sit in small groups and develop their social skills and manners.

Children benefit from going outside to play each day at designated times. They are able to access a wide variety of areas and equipment to develop their muscles and participate in group games. The setting have access to a small garden area where children dig and tend plants. Children are encouraged to be independent in putting on their coats and Wellington boots in the wet weather, promoting their independence and self-care skills. They enjoy racing around and using the playground markings to play games. Children squeal with delight as they chase the bubbles, which are blown around by the wind, developing their coordination and control.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is a high priority in the setting. They are cared for within the main school, which has security locks on external doors. All visitors are monitored and asked to sign in the visitors book. Children are unable to leave the premises unsupervised and there are clear systems in place to ensure that children are only released to authorised persons.

Staff have an excellent understanding of safety issues and carry out regular checks on all areas and equipment. Various safety equipment is in place and used to minimise hazards, although the fire blanket has been moved and is not readily accessible. Children are able to evacuate the building quickly as they are involved in practising the fire drill each half term. Staff are vigilant over supervising children at all times and encourage children to recognise hazardous situations and play. For example, children are encouraged to sweep up the spilt sand and put unwanted toys away to prevent others slipping or tripping. This is especially important in the compact

play area. When playing outside, the staff have a card message system for seeking additional help from school staff in the event of an emergency.

Children's welfare is well supported as there are clear and comprehensive child protection procedures in place. Staff have a good understanding of these procedures and their individual responsibility to act in the child's best interests in the event of any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children are extremely happy at the nursery. They arrive and settle quickly, keen to meet their friends and share their news with the staff. Children are able to easily access the toys and resources set out for them. Attractive displays of children's work from recent projects enhance the environment and promotes children's self-esteem. Staff interact very well with the children, developing their language and conversational skills. Children enjoy playing in the sand with a variety of different containers and resources, making an imaginary 'snowball mountain'. They use their imagination and manipulation skills in the role play area, setting out the table and making cups of tea for everyone. Children sit and draw using the pencils and stencil on offer, although this activity is put away so that other children can paint in this area. All children are encouraged to help tidy up and learn to respect and value their toys.

Nursery Education

The quality of teaching and learning is good. Children are making good progress along the stepping stones towards the early learning goals, although this is not clearly shown in the records of children's assessments, which shows that children are only making satisfactory progress. Staff have a good understanding of the Foundation Stage and they plan a wide range of stimulating activities, which are appealing to the children. They make regular observations of the children and use this to plan for children's learning. Staff know the children well and adapt the activities appropriately according to the ability of each child.

Children enjoy a good balance of free play and adult led activities, such as story and circle times. Children take turns to choose, from photographs, what floor play activity will be set out for the session. They enjoy creating their own models out of the stickle bricks, using their creative skills to make excellent representations of fire engines and homes. The models are put on display and photographs are taken to celebrate children's achievements, promoting their self-esteem. Children are lively conversationalists, confidently engaging in discussions with staff or their friends. Children have good opportunities to recognise their names at self-registration and during other activities, such as snack time. They use mark making resources in their play, and attempt to write their own names. Books are well used, they handle them carefully and use them independently. At story time, children excitedly join in with the rhyming words in a familiar story of 'Shark in the Park'. Children learn to take turns, and readily accept when it is the next person's turn on the computer. They use technology well, manipulating the computer mouse well.

Children use a wide variety of routine activities to develop their counting and mathematical skills. They count at registration time, and are familiar with numbers, such as the date, and as they hang their registration cards up on the numbered hooks. Children confidently count spontaneously in their play, for example the number of red cars, or independently counting down from five to zero during an imaginary rocket launch. Children can compare length and

quantities well. They use their developing calculation skills effectively, with children knowing that they need to take one away from 11 to make 10, without any prompting from staff.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met well as the staff and parents regularly exchange information to ensure their continuity of care. Frequent social events support the relationship between the staff and parents and develop a community spirit. For example, the setting organise a regular cake stall to raise money for additional equipment and resources, and parents willingly help with practical issues such as developing the pond in the outside area. The partnership with parents and carers for nursery education is good, with parents being involved in all aspects of the programme. They are invited to see children's progress files and contribute to the assessment system. Information on the curriculum and daily planning is displayed, and parents receive newsletters to keep them up to date with the themes and topics children are involved with. Children take home books to read with their family members, continuing their learning in the home environment.

Children play with a good range of toys and resources which promote their understanding of their own and other's cultures. Each child creates a booklet, with photographs of their family, special people and animals in their lives. Children enjoy sharing these with each other, prompting good conversations about their home and important events in their lives. Children with learning difficulties and/or disabilities are well supported as staff regularly observe children and liaise closely with parents over any concerns in children's development, seeking additional professional help if needed.

Children are well behaved, polite and are developing good relationships with each other. They are thoughtful and considerate, sharing their toys and helping each other with tasks. Their good behaviour is reinforced and rewarded by the praise and encouragement they receive from staff. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Children are cared for by a competent and very well qualified team of staff. They benefit from this consistent, high quality care and attention. The staff are diligent, warm and welcoming, providing very good role models for the children. Staff regularly access training to keep them up to date, and they use the knowledge effectively to review and improve the provision. The setting monitor and evaluate their practice, developing their own action plan to focus on improvements which can be made to benefit the children.

The nursery is well organised and routines effectively implemented. The setting makes good use of the small play room, with toys and resources rotated during the session. This maximises the range of activities children can choose to play with, but at times children's requests can only be met depending on the other activities on offer. For example, children can only use the paint if there is room, and other activities put away. The setting have plenty of resources and facilities in the outside area, but these can only be accessed at designated times for whole group activities.

All regulatory documentation is in place and well maintained, although some records do not maintain confidentiality as there is more than one entry per page. The operational plan is

reviewed regularly to ensure that policies and procedures are up to date, reflect good practice and include any changes to the setting.

The leadership and management are good. Staff are supported well by the management team and are committed to ongoing improvement. The management team monitor the delivery of the curriculum to ensure that children are making good progress in all areas of learning.

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

Improvements since the last inspection

At the previous inspection the setting agreed to improve the arrangements for nappy disposal and ensure that there was a designated, trained member of staff responsible for child protection concerns. The setting now use appropriate methods for ensuring that nappies are disposed of hygienically. A member of staff has attended an intensive child protection course and is fully aware of her responsibilities in referring any child protection concerns to the appropriate authority.

This is the first inspection for Nursery Education.

Complaints since the last inspection

Since 1 April 2004 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 that all records maintain confidentiality
- develop the use of the outdoor area to extend the range of activities and learning opportunities children can experience (Also applies to Nursery 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):

- continue to review the assessment system to ensure that children's progress is clearly monitored and reflects their stage of learning along all the stepping stones

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