

Frant Nursery

Inspection report for early years provision

Unique Reference Number	109426
Inspection date	04 February 2008
Inspector	Joanne Wade Barnett
Setting Address	The Green, Frant, Tunbridge Wells, Kent, TN3 9ED
Telephone number	07786745859
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Registered person	The Trustees of Frant Nursery 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?

Frant Nursery School opened in 1986. It operates from a function room within the Memorial Hall in the centre of Frant village, Kent. The group also have access to another large hall, toilets, and a kitchen. All children share access to an outdoor play area in the car park which is secured by barriers.

A maximum of 24 children may attend the nursery at any one time. The nursery is open each week day from 09.15 to 13.15 during term time and 09.15 to 15.15 on a Monday. Children attend from the local and surrounding area for a variety of sessions.

There are currently 32 children aged from two to under five years on roll. Of these, 22 children receive funding for early education. The nursery currently supports children with learning difficulties and disabilities and also supports children who speak English as an additional language.

The nursery employs seven members of staff. Of these, four hold an appropriate early years qualification and some are on further training programmes. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The premises are clean and generally well maintained. Effective procedures introduced by practitioners help sustain good levels of cleanliness, for example, they wipe tables down with anti-bacterial spray and wear gloves when dealing with any spillages or nappy changes. Children learn about the importance of personal hygiene through the daily routine. They wash hands automatically after using the toilet and before snack and younger children do so with gentle reminders from practitioners. A sick child policy, accident and medication procedures and practitioners up-to-date first aid training means that they can act in the best interest of children should they become ill or have a serious accident.

Children learn about healthy eating through topics, posters and access to a variety of healthy snacks such as fruit. Children are able to access fresh drinking water freely during the session from their individual named beakers, helping them to learn the importance of keeping their bodies hydrated.

Children have a positive attitude towards exercise and are developing their physical skills. They run and play indoors and outdoors on bikes, see-saws and planned activities with the parachute. Children use the large hall on occasion for music and movement and photographic evidence shows children are skilful when playing throwing and catching games.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery is a welcoming environment for children, parents and visitors, because staff greet them upon arrival and are friendly in their interactions. The premises are safe and secure and there are effective procedures in place for the arrival and collection of children. As a result, children are unable to leave the premises unsupervised and are only collected by authorised adults.

Children's safety is prompted in practice by practitioners and they have clear systems to keep them safe indoors and outdoors. Risk assessments enable practitioners to ensure that any outstanding safety issues are addressed promptly. Consequently children have a clear message and understand the importance of keeping themselves safe.

The fire evacuation procedure is displayed and fire detection equipment is accessible around the building. Fire drills are carried out regularly and details are cross referenced to the register, as a result, all children are regularly involved in the emergency evacuation practice.

The manager and deputy supervisor have a sound understanding and share responsibility for child protection. Practitioners continue to develop their knowledge and understanding of issues relating to child protection by attending relevant training.

Helping children achieve well and enjoy what they do

The provision is good.

The environment is carefully prepared and well-organised, as a result, children settle quickly and are keen to embark on a broad range of exciting and interesting activities that encourage

and promote all areas of development and stimulate their interests. Staff know the children well. They are caring, sensitive and nurturing in their approach, consequently, children are keen to try new ideas, and make effective use of the toys and resources. Children's confidence and self-esteem is enhanced because the staff praise and encourage them and show delight in their achievements. Children show kindness and consideration to others, they talk and respond with animation and laughter to the staff and their peers during circle time.

Nursery Education

The overall quality of teaching and learning is good. Children are keen to begin activities and become animated as they engage with the staff and their peers. Children speak openly and confidently and they receive regular opportunities to sing rhymes and engage fully in exciting and interesting stories. Children receive regular opportunities to attempt writing for different purposes, develop language for thinking and extend their imagination through story-telling. However, practitioners focus children's learning with work sheets and not enough through everyday play experiences. A well labelled environment helps children learn that words have meaning. Many children count reliably up to 10 and beyond and receive good opportunities to develop all concepts of mathematics through purposeful planned activities and excellent questioning techniques used by practitioners. Opportunities for children to express and communicate ideas in role play continue to evolve as they enjoy celebrating the Chinese New Year.

All practitioners have a sound knowledge and understanding of the Foundation stage curriculum, this ensures children receive a full programme of good quality education. Curriculum planning is prepared in advance and staff use this as a working document with children as they guide spontaneous play and learning. Practitioners plan purposeful activities that provide opportunities for teaching both indoors and outdoors.

Children move around the setting with confidence and are supported well by practitioners to help them achieve the most from all activities. They are engaged, animated, interested and absorbed, as they select activities, however table top activities are selected by staff and lacks child led activities through independent selection.

Helping children make a positive contribution

The provision is good.

Children's individual care and educational needs are well recognised and practitioners endeavour to identify children's needs early on and monitor progress throughout the time in nursery. They are skilled in doing this and help children to feel valued, supported and well cared for. As a result, children are developing good levels of confidence and are developing an awareness of the wider society. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is very good. Practitioners use positive behaviour management techniques and provide good role models. Subsequently children are valued and encouraged as individuals to contribute in group situations and are praised when they do something well. They know to share and to take turns, they are friendly, listening to each other, considering each others' feelings and sharing resources amicably.

Partnership with parents is good. The parents of children who receive nursery education benefit from a two-way sharing of information between parents and practitioners to enhance their children's learning. In addition, regular newsletters and contact books ensure parents are kept

updated with important information relating to the daily operation of the setting and children's progress. A key worker system is in place, and parents of nursery children know their child's key worker and are aware that the nursery has in place policies and procedures. Parents of younger children benefit from an open door policy which supports communication and allows parents to discuss their children's day at nursery. Parents are able to involve themselves within the sessions and regularly help on trips in the community.

Organisation

The organisation is good.

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

The provider is able to show that all adults working at the setting have undergone checks to establish their suitability. The registration certificate is displayed and the attendance register confirms that the provider complies with the conditions of registration.

The leadership and management of the setting is good. An appraisal system successfully identifies practitioner's strengths and weaknesses and identifies any training needs. Plans cover all areas of learning to ensure children receive a balance across the six areas of learning. Practitioners work well as a team and know their role well. They meet regularly to discuss the children's individual needs. A secure knowledge and understanding of the Foundation Stage and how young children learn means that children are making good progress towards the early learning goals. Practitioners are kind and caring in their interactions with the children and clearly enjoy their company. Consequently, children are happy and approach them with ease.

Children are provided with a balance of activities that promote their development and enables them to relax, be active and engage in play activities with their friends. Practitioners apply useful questioning techniques to make the children think. All staff undertake observations and assessments on the children; as a result, systems for identifying what children need to learn next are good.

Improvements since the last inspection

At the last inspection one recommendation was made to consider introducing a formal feedback system to share details of children's progress with parents. The group have an open door policy with parents regarding children's progress. Consultation evenings and comprehensive reports for children are used to keep parents fully informed of their children's development at nursery.

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):

- provide opportunities for the children to self select toys independently [this 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):

- consider revising the use of work sheets in children's learning environment

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