

Greenways Nursery School

Inspection report for early years provision

Unique Reference Number	120051
Inspection date	05 December 2007
Inspector	Hazel Stuart-Buddery / Catherine Hill
Setting Address	Methodist Church Hall, The Green, Upper Hale, Farnham, Surrey, GU9 0HJ
Telephone number	01252 718628
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Registered person	Greenways Nursery
Type of inspection	Integrated
Type of care	Sessional 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Greenways Nursery School opened in the early 1970's. It operates from the Methodist church hall in Hale village on the north side of Farnham. The nursery school is managed by a parents committee. The nursery school serves the local area.

The group may care for a maximum of 17 children and there are currently 33 children from two years six months to five years on roll. Of these, 16 children receive funding for nursery education. Children attend for a variety of sessions.

The group opens five days per week during school term times. The sessions are from 09:30 to 12:30.

There are seven members of staff who work with the children. Four have early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn the importance of daily hygiene routines and staff explain to them why they should wash their hands. The spread of infection is generally prevented as children wash their hands after using the toilet and bring in their own towels to dry their hands. Staff wear gloves to change nappies, although the changing mat is not sanitized after every nappy change. Staff gather relevant information regarding diet and medical history to ensure the individual needs of the children are met. Children benefit from daily snacks that are healthy and nutritious. Children are offered a drink during the morning and can ask for a drink at any time, however, they do not currently have independent access.

Staff plan regular opportunities for children to play outside, get fresh air and develop their physical skills. Children enjoy crawling through the tunnels inside due to inclement weather. They crouch down, crawl as fast as they can and smile happily as they come out the other end. Staff care for children appropriately if there is an accident as most staff hold a current first aid certificate and training is on-going to ensure all staff are suitably trained. All required documentation and parental consents are in place and accurately maintained.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have sufficient space to play comfortably and can access a suitable range of resources safely. Staff work hard to ensure children play in a warm and welcoming environment. Pictures and posters are displayed at low level for the children's enjoyment. Children are kept safe by staff who are vetted and who demonstrate an awareness of safety. For example, staff ensure that the main door is always locked to ensure children cannot leave unsupervised. Regular risk assessments are carried out and all hazards identified and minimized. Children are well protected from the risk of fire. The fire procedure is displayed and a fire drill practised regularly. One child, who was pretending to be a fire fighter, confidently explained to a member of staff where he would go if there was a fire in the kitchen.

Sound child protection procedures promote and safeguard children's welfare within the setting. All staff have an awareness of the groups policy on child protection, although not all staff have a secure knowledge of the referral procedures should they be concerned about a child in their care.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy, growing in confidence and engaged in play throughout the session. Children settle quickly and immediately play with their chosen activity. Children happily play independently. One child enjoys playing with the large fire station. He carefully pushes the fire truck into the station, constantly chatting to himself and making fire engine noises. He smiles proudly to himself as he takes a fire fighter and walks it on top of the station. Children enjoy singing and choose their favourite Christmas songs. They sing out loud and enthusiastically join in with the actions. Staff work well together although they do not have specific roles and responsibilities. Staff interact with the children, however, they are not fully aware of the abilities of individual children. They use the Birth to three matters framework, although learning targets

for individual children are not recorded. Therefore, as a result the individual needs of some children may not always be met.

Nursery Education

The quality of teaching and learning is satisfactory. All staff are involved in planning a suitable range of activities for children which provide them with daily opportunities to progress in all skill areas. Long term plans identify the learning themes and also show how the group plan to cover all aspects of the early learning goals. Weekly plans show the learning objective in each early learning goal area but are not consistently completed to show how activities will be differentiated to meet children's individual learning needs. Staff make regular recorded observations of children's learning and maintain portfolios of children's work as supporting evidence of their achievements. However, they do not maintain records which clearly chart children's progress through the stepping stones or record children's future short term learning targets. Staff organise the room well to provide children with space for both table top and floor activities and work together to ensure sessions run smoothly. They use questions effectively during play to stimulate children's thought and to prompt discussion to further develop children's knowledge.

Children separate happily from their parents and/or carers and quickly settle to an activity of their choice. They independently access toys and equipment and are keen to do things themselves, although they recognise when they do need support which staff sensitively provide. Children are proud of their achievements and readily approach adults to show them models they have made from dough, for example of a pancake. They are occupied and behave well during sessions. They demonstrate an understanding of right from wrong as one child tells two others arguing over a play phone to 'stop it'. They show kindness and consideration for others as they ask to make a get well card for someone who is unwell. Good manners are evident as children politely ask others if they can get by to reach resource drawers. They are very confident conversationalists and order their thoughts well before talking, for example as they discuss watches they have at home. They understand that print carries meaning and recognise their name cards on arrival. They have free access to writing resources and some competently write their names with recognisable letters. Staff develop children's understanding of letter/sound links as they talk about the sound of letters children have written. Children enjoy listening to stories and staff foster children's interest in literature by operating a lending library for children to take home a book of their choice.

Children are confident with numbers and count ably up to 10. Staff encourage children to reinforce their counting skills during daily activities, such as when cutting a length of play dough into short pieces. Children recognise written numbers and understand the sequence of numbers to 10. They complete number and shape puzzles and use comparative language correctly as they talk about longer and bigger amounts of dough on the table. Daily calendar activities reinforce children's awareness of the passage of time and they know that the stars and moon can be seen at night. Planned activities based around themes, such as 'Where we live and the wider world' and 'gardens and growing' develop children's knowledge and understanding of the wider and natural world. They have fun during sessions using the computer to support their learning. They skilfully manipulate the mouse to fire objects into carts and watching children giggle and laugh as the programme is completed. Children are continually reinforcing and consolidating their fine motor skills during sessions. They use a range of tools and small scale resources, such as scissors, glue sticks and pencils, with increasing control. They move freely and confidently around the playroom and enthusiastically take part in play with the play tunnel. They laugh and squeal with delight as they move through the tunnel. They

also have opportunities to develop their gross motor skills using a wider range of equipment, such as the climbing frame and slide. Children enjoy using their imagination in creative activities. They get into character as they rearrange the chairs and become the driver and crew of a 'fire engine'. They negotiate roles and make their own sound effects as they drive off, with helmets on their heads, to fight fires. They have free access to a wide range of resources during craft activities, although some children are not appropriately challenged during activities where shapes are pre-cut for them.

Helping children make a positive contribution

The provision is satisfactory.

Children are treated fairly and with respect and show consideration for others as they share resources and take turns. For example, several children play together in the home corner, they negotiate between themselves amicably who will have which doll. Children are well behaved and benefit from praise and encouragement given by the staff. Children learn about diversity through planned topics and this week enjoy the story of Mary and Joseph and learn why baby Jesus was born in a stable. Staff foster children's spiritual, moral, social and cultural development.

The partnership with parents and carers is satisfactory. Parents share written information about their child when they first start at the group and thereafter via verbal discussion. They can look at their child's records and have a formal discussion with their child's key worker at any time, although are not made aware of their child's specific future short term learning targets as these are not recorded. Parents are happy with the group and provision made for their children. The group share information with parents via a notice board. Policies and procedures are available to parents on request.

Organisation

The organisation is satisfactory.

Children settle well and are happy within the group. Staff work well as a team, although not all are fully aware of how children may need supporting. Space and resources are organised well to allow children to move around freely and safely. Staff select the resources and activities according to the curriculum planning.

The leadership and management of nursery education is satisfactory. Staff are deployed to support children's learning and are supported to further their knowledge of early years practice by attending relevant training. The provision for nursery education is monitored and evaluated via discussion at staff meetings. The management, however, have yet to suitably address all issues raised at the previous education inspection. There is no system for staff appraisals and staff key worker records have not been monitored to ensure they are being regularly maintained with all necessary information regarding children's specific learning needs.

There are good recruitment procedures in place, although no formal procedures for the on-going suitability for existing staff. The manager advises that the committee members have defined roles and responsibilities. All required documentation is accurately maintained. The management team have identified that staff will benefit from annual appraisals. Staff have an awareness of the regulation changes in October 2005. Overall, the group meet the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the group were asked to develop knowledge and understanding of child protection issues; provide some opportunities for children to freely select resources and art and craft materials to enhance role play; provide opportunities for parents to receive regular information on their children's progress. Staff have a sound awareness of child protection issues and are aware of the groups policy. However, not all staff have a secure understanding of the referral procedures should they have concerns; children enjoy the role play area, they have free access to a range of resources to extend their play such as, writing paper, pens and play food; parents have regular opportunities, both formal and informal, to talk to their child's key worker and discuss their progress and achievements. The improvements the group have made help to promote children's' welfare, care and learning and partnership with parents.

At the previous education inspection issues raised related to children's mathematical development, partnership with parents and both teaching and learning and leadership and management. Staff have improved children's opportunities to develop their calculation skills in practical situations, for example by calculating if the correct number of cups are set out at snack time. The group were asked to 'develop opportunities for parents to be involved in children's learning and contribute to the assessment records on a planned basis'. The group are still working towards implementing a formal system to address this issue. With regard to teaching and learning, planning sheets have space to identify how activities will be differentiated to meet individual children's needs but these details are not consistently shown. Activity evaluations are recorded but there are no clear links showing how children's assessment records inform future planning. Management have also not introduced a system for the appraisal of staff as outlined in their action plan following the last education inspection.

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):

- improve the nappy changing procedure to ensure the spread of infection is prevented
- develop staff's awareness of child protection referral procedures

- formalise the procedures for the on-going suitability of all staff.

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):

- improve children's development records by clearly charting their progress through the stepping stones and by recording their future short term learning targets
- inform parents of their child's short term learning targets to enable them to become involved in their child's learning and to be able to contribute to the assessment records on a planned basis
- devise and implement a formal procedure for the monitoring and evaluation of nursery education, to include staff performance and the maintenance of children's development records.

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