

# Masons Nursery School

Inspection report for early years provision

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<b>Unique Reference Number</b>	125001
<b>Inspection date</b>	05 November 2007
<b>Inspector</b>	Rebecca Hurst
<b>Setting Address</b>	24th Croydon Scout Group Premises, 48-50 Verdayne Avenue, Croydon, Surrey, CR0 8TS
<b>Telephone number</b>	07718067514
<b>E-mail</b>	
<b>Registered person</b>	Charlotte Figueira
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Masons Nursery school has been registered since September 2001.

It operates from a scout hut which they have sole use of at all times. The group serves the local community and is located within a residential and commercial area of Shirley.

There are currently 64 children from two to five years on roll. There are 26 funded three year olds and funded four year olds attending. Children attend for a variety of sessions. The setting is currently supporting three children with special educational needs and supports two children who speaks English as an additional language.

The nursery school sessions are from 09:15 -2.45. They are open term time only and close for staff training days.

There are 13 part time staff working with the children. Over 50% of staff have an early years qualification, two members of staff are working towards a qualification in childcare. The setting receives training and support from the Early Years Education and Childcare Partnership (EYECP).

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are able to gain control over their body as the staff provide good opportunities for them to use their large and fine muscles. Children have access to a good range of resources that promote balancing, co-ordination and exploration. For example, in the garden the children have tyres that they can walk through, balance beams both inside and outside, and a sand pit where they can sit in the sand and explore the textures. All children have access to fresh water throughout the sessions which they can help themselves to. Staff provide the children with healthy snacks that consist of fruit and vegetables. Children gain independence skills as they are able to pour their own drinks, and they are given the choice of milk or water. However, children with allergies are only given the choice of water at snack time, as the staff do not provide an alternative. All children are aware to wash their hands before they have any food. One three year old was asked in the bathroom what he was doing, the child replied he was washing his hands, when asked why, the child replied he wanted to have some fruit and his hands needed to be clean before he could have some.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children's safety is protected by suitable policies and regular risk assessments. Risk assessments are undertaken daily. The garden is inspected each session before children arrive and equipment is checked as it is set out. Covers are placed in all unused electrical sockets and a gate restricts children's access to the kitchen area. Appropriate procedures are in place to protect children in the case of a fire. Evacuation drills are practised regularly and written records maintained. Staff with first aid qualifications are present at each session ensuring that children can be treated in case of an accident and appropriate records are maintained. Children are protected in a welcoming environment and they enter happily and move around the setting with confidence. Children play with a range of toys and resources. These are suitable and are well maintained.

Children are protected from harm and neglect as the majority of staff are fully aware of the settings policy of safeguarding children. However, the policy does not give sufficient information on protecting staff from allegations of abuse made against them. Staff ensure children are kept safe on arranged outings as they seek permissions from parents. However, not all children have permission slips in their personal documents to take them on local outings on the spur of the moment.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Activities are adapted to the needs of all the children, with resources readily accessible for children to make independent choices in their play. Children enjoy participating in craft activities such as welly boot foot print painting and fire work painting. This allows the children to be able to express their imagination and for staff to ask meaningful questions which makes the children think. Children arrive confidently and happily at the setting. They quickly settle to their chosen activity, that are carefully planned by knowledgeable staff.

### **Nursery Education**

The quality of teaching and learning is good.

Children enjoy activities that are well thought out by staff, who plan around the interests of the children. Staff know the children well and complete detailed observations to help with planning of the next steps of learning. Staff look at the key next steps of the children and incorporate these into the following weekly plans. This allows the staff to be aware of the children's development and at what stage each of these are at. All adults sit with the children at carpet time, which allows them to ask questions to the adults and to gain support from them. The routine from group time to the end of the session does not flow well. This leads to children sitting listening to stories and songs for prolonged periods of time and the younger of the children become restless which then disrupts the others.

Children are able to develop their hand eye co-ordination through purposeful activities such as wood work, with tacks and different shapes. This activity also allows the children to recognise primary colours and shape recognition. All ages of children participate in a free flow of activities from inside the setting to out in the garden. The staff ensure that activities in the garden are a reflection of the activities they have inside, such as numbers and letters displayed on the trees, sand trays and pits available for the children to explore in and craft activities, such as chalk boards and drawing. This allows the children to continue their learning outside in a different environment to inside.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children have limited access to resources that reflect diversity and equal opportunities. Children are not able to access the majority of the resources on a daily basis. They are however, able to access books that have dual languages in them, and dressing up clothes that reflect different cultures. Parents come in to the setting and talk to the children about festivals such as Diwali, and they are able to see the traditional dress of that parent. Staff work with outside agencies to help children with learning difficulties and/or disabilities, such as the speech language therapists. However, staff do not complete Individual Education Plan's (IEP's) on these children. Therefore they are not fully integrated into the settings planning of the curriculum. Children are generally well behaved at the setting. Staff consistently praise the children for the work they have done, and display their work around the setting which builds the children's self esteem. Staff talk to the children at an age appropriate level for them to understand. However, some staff do not explain to the children the reasons they should not be doing things, such as playing with toys at group time. This leads to inconsistencies with the management of children's behaviour. Spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory.

Staff have attractively displayed information for the parents, showing them pictures of activities they carry out during the sessions. Parents are able to access copies of medium and long term planning, as well as the settings policies and procedures that are in the foyer for all to see. In discussion with some of the parents there are inconsistencies in the information they receive regarding the Foundation Stage and the Birth to Three matters framework. Some parents have received this information and some have not. All parents liked that the setting allows the children to have a settling in period before they start permanently. Parents are welcomed by the staff to sign up on the parent rota system to help out in the setting. This allows the parents to see what the children participate in during the day, and builds relationships between staff and carers which benefits the children.

## **Organisation**

The organisation is good.

Children are happy within the pre-school where the adult to child ratio ensures they are supported in their care, learning and play. Staff work effectively as a team to provide a positive and stimulating environment where children can develop at their own pace. Activities are appropriately organised with all staff aware of their roles and responsibilities and all children are familiar with daily routines. Staff ensure non vetted people are not left alone with the children, which keeps the children safe from harm.

Staff are fully knowledgeable in safeguarding children from harm and neglect. Children are further protected as the staff are aware of risks around the setting and act on these promptly. Children have access to a limited amount of resources that reflect diversity and equal opportunities, and are well behaved. Children are able to thrive as they are given healthy and nutritious snacks of fruit. Children are given drinks at snack time, and have access to drinks throughout the session.

The leadership and management are good

Staff have a good understanding of the Foundation Stage as they keep themselves up to date by attending regular training with Croydon Early Years. Staff have regular meetings which allows them to share problems they may have, and to discuss the development of the children and any concerns that may be arising from this. All children are making good progress across the six areas of learning as a result of well planned and stimulating activities. Overall the setting meets the needs of the range of children for whom it provides care.

## **Improvements since the last inspection**

At the last inspection the provider was given three recommendations to complete. The first recommendation was to develop and implement a system to show arrival and departure times of children and staff. Staff sign themselves in and out of each session, and the children have three registers they are marked in against. They have one for the morning session, one for the lunch club and one for the afternoon session. This ensures all children are kept track upon throughout the day in case of an emergency. The second recommendation was to devise and implement a policy about the care given to sick children while awaiting collection. Staff ensure all children are kept calm and quiet and away from the other children in the setting, whilst they await collection. The third recommendation was to devise and implement a system to record any incident of physical restraint. On the accident and incident forms for the children, staff have included a column for any physical restraint needed. This ensures everything is logged and can be used if needed.

## **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.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- improve policy for allegations against staff in regards to child protection
- improve routines at lunch time
- ensure children with learning difficulties and/or disabilities have Individual Education Plan's (IEP's)
- ensure all children have permissions for outings

#### 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):

- ensure children have daily access to resources that reflect equal opportunities and people with disabilities

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](http://www.ofsted.gov.uk)