

# Teston and Wateringbury Nursery Group

Inspection report for early years provision

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<b>Unique Reference Number</b>	127675
<b>Inspection date</b>	28 November 2007
<b>Inspector</b>	Vanessa Wood
<b>Setting Address</b>	Teston Village Hall, Church Street , Teston, Maidstone, Kent, ME18 5BX
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<b>Registered person</b>	The Trustees of Teston and Wateringbury Playgroup
<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?

Teston and Waterinbury Nursery School opened in 1966. It operates from the main hall and one smaller room in the village hall in Teston. There is an outdoor space, but this is not currently being used on a regular basis.

The nursery school is open five days a week during school term times only. Sessions are from 09:30 until 12:00. The nursery school is registered to care for a maximum of 24 children aged from two years to under five years at any time. There are currently 34 children on roll of whom 25 receive funding for nursery education. Children attend for a variety of sessions. The nursery school supports children with learning difficulties and/or disabilities.

There are eight members of staff working with the children, five have an early years qualification. The nursery school receives support from a teacher from the Early Years Development and Childcare Partnership.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children thrive because staff follow effective procedures and practices which promote the children's physical, nutritional and health needs. Good adult support and guidance helps children gain a good understanding of hygiene and a desire to become increasingly independent in their personal care. Staff provide children with paper towels and liquid soap for hand washing to prevent the spread of infection. Children change into soft shoes which helps to keep the floor clean and allows children to move easily on the large physical equipment. Children enjoy a healthy snack of fruit and a plain biscuit. A lunch club is held for older children who are leaving to go to school to make them familiar with school routines. All meals take account of children's individual needs. Children's physical skills are developed by the good indoor apparatus. For example, children delight in jumping from one stepping stone to the other and learning to balance on the uneven surface. On other days children enjoy climbing on the large climbing frame and slide. Occasional use is made of the outdoor area but this is not safe or suitable, at the moment, for large physical play.

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

The provision is good.

Children are cared for in a very clean, warm environment which is effectively planned to enable them to move around freely and safely. Risks of accidental injury to children are minimised because staff are extremely vigilant and use daily risk assessments to reduce potential hazards. Children use good quality equipment appropriate to their age and stage of development. They can independently choose play materials that interest them from the wide range of activities put out by staff that are changed throughout the morning. Equipment such as tables and chairs are child sized so that children can sit comfortably as they play. Children develop a good awareness of safety through practising fire drills during the term and discussing the reasons for this with staff. Children are well protected from possible abuse or neglect. Staff have a good understanding of the procedure to follow with any concerns and training to develop their knowledge is ongoing. A comprehensive child protection policy is in place and understood by staff.

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

The provision is good.

Children's independence is well promoted through a variety of opportunities. They move around freely accessing toys and play equipment and learn to be independent with their own hygiene. Children are fully involved in a wide range of enjoyable activities, which develop their mathematical thinking, imagination, language and creative development. They are very happy at the nursery school and are keen to communicate with staff, enthusiastically showing them things they have brought from home and talking about them in a small group. Children benefit from warm relationships with staff who are very interested in them and give them lots of praise and encouragement. Children play very well together as they learn to share and take turns and have respect for each others feelings. Children's confidence and self-esteem is encouraged as children are chosen to be 'monitors' for the day in order to help staff at snack time. They take turns to hand out the food and the drinks and then to clean the tables at the end.

### **Nursery Education**

The quality of teaching and learning is good. Staff are competent and show a good knowledge of the Foundation Stage. They provide a wide range of activities and experiences to cover the six areas of learning. Daily plans are flexible and clearly show the learning intention. Suitable assessment records show children's achievements and identify the next steps in each child's learning. This information is carried through to the plans to ensure the needs of all children are met. The room is well organised and resources are attractively set out to stimulate children's interest in learning. However, the routine is structured and this sometimes restricts the amount of time children spend on their self chosen activities.

All children are eager to learn and confident to try new experiences. They independently take care of their personal needs and choose their play experiences from those set out by staff. They learn to have a love of books and attentively listen to well known stories. Children use books throughout the morning, either sitting in the book corner or whilst they are waiting for their snack. They learn the sounds of letters to help develop reading skills. Staff are skilled at using open questions to effectively promote children's thinking and extend their learning. For example, when a child is talking about a Knight the teacher encourages children to think about what he is wearing and the name for his garments. Children can confidently count to 10 and beyond as they count the number of children present. They learn to recognise numbers through daily routines

Children learn to understand the community where they live through visits from local people such as the vicar from the local church and the fire officer. Topic work ensures they learn about people from the wider world. Children delight in playing musical instruments in time to the Christmas carols they are to sing in the church. Children enjoy building as they make pyramid shapes from small squares on a board. Children relish drawing, chalking and making models with dough. The painting area is in constant use and children use their imagination well as they paint patterns and select different materials such as paint, crayons and chalk and mix them together to create the desired picture. They enjoy spending time acting out their experiences in the role play area. Staff work continually with the children giving them praise and encouragement to try things for themselves.

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

The provision is good.

Children are highly valued as individuals. There are effective arrangements in place to care for children with learning difficulties and/or disabilities and children who have English as an additional language. All children's individual needs are well met by staff who know the children well. The children develop a positive attitude to others and a good understanding about the wider world and community. They have many opportunities to celebrate festivals from around the world as well as those from their home country. Children see posters and play with resources which promote a positive image of culture, gender and disability. Children behave very well. They are given lots of praise and encouragement and learn to share, take turns and begin to accept the needs of others. Staff maintain an ordered environment in which children understand the rules of the nursery school. Children begin to understand right and wrong through consistent boundaries and age appropriate methods used by staff to manage behaviour in a positive way. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Children benefit from effective information, including information about the Foundation Stage curriculum, being shared with parents through newsletters, daily chats and the notice board. Staff seek parents' views about their children's needs and interests before children start at the nursery school in order to fully understand

where children are in their development. Staff ensure the parents of older children have access to recorded information and are fully informed about how their children are progressing towards the early learning goals. However, this practice is not currently available to parents of younger children.

## **Organisation**

The organisation is good.

Staff enhance children's care by the very good quality of organisation. The resources are set out in an attractive way to maximise the play opportunities for children. Children benefit from staff who are deployed well and who consistently interact with them to give effective support and encouragement. As a result children are confident and feel secure in the environment. Children are kept safe and healthy as staff attend training to update their understanding of children's care and development. All the required policies are in place although some lack detail and Ofsted's current address and telephone number.

Leadership and management is good. The nursery school is run by committee members who are dedicated to supporting the staff and to raising funds to purchase new equipment. The Chair of the committee understands her role and responsibilities and visits the nursery school weekly in order to ensure all information is shared. She ensures that a robust recruitment policy and informal staff appraisals are in place to ensure children receive good quality care and education.

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

## **Improvements since the last inspection**

At the last care inspection there were four recommendations. To ensure the register of attendance is accurate and to devise a procedure to follow in the event of a child being lost. To ensure children can access drinking water at all times and to ensure the child protection policy contains all information.

All recommendations have been completed. The register now shows a record of children's attendance. A policy has been written for the procedure to follow should a child become lost and the child protection policy contains all required information. Children can now independently access drinking water at any time.

At the education inspection there were two key issues. To continue to develop planning and to ensure observations on children's progress is used to inform future planning. To ensure large group activities are planned to meet the needs of all children.

All key issues have been met. Plans now clearly show how information gained through observations is used to inform planning. Time in large group activities has been reduced and children are often split into three separate smaller groups so that staff can meet the needs of all children.

## **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**

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 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):

- up-date all policies to show current practice and ensure parents are fully informed of the complaints procedure.
- develop the outdoor play space to create a learning environment for children

#### **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):

- extend opportunities for children to independently explore and investigate the resources
- extend opportunities for all parents to see children's assessment folders on a regular basis and to be fully involved in their children's learning

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)