

Horspath Nursery

Inspection report for early years provision

Unique Reference Number	134332
Inspection date	05 December 2007
Inspector	Susan Victoria May
Setting Address	Horspath Primary School, Blenheim Road, Horspath, Oxfordshire, OX33 1RY
Telephone number	01865 876 750
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Registered person	Horspath Nursery
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?

Horspath Nursery is a registered charity managed by a committee of elected parents. It has been registered since 1996 and operates from a portacabin in the grounds of Horspath Primary School, situated in the village of Horspath on the outskirts of Oxford. Children attend from the surrounding area and city of Oxford. The group have their own outdoor area, but also have use of the school playing field, hall and playground.

A maximum of 24 children may attend the nursery at any one time. There are currently 46 children aged from two to under five years on roll in the nursery. Of these, 26 children receive funding for nursery education. The nursery is open term time only Monday to Friday from 09.00 until 11.30 and from 12.30 until 15.00. A lunch club operates each day from 11.30 to 12.30. The provision is able to support children with learning difficulties/disabilities and those for whom English is an additional language.

The provision employs six staff who work with the children of whom over half of have appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Policies and procedures in place support children's welfare very well and staff follow them effectively to protect children's health. Staff are sensitive to younger children's needs and help them to follow good hygiene practices through gentle reminders. For example, washing hands before eating and after using the toilet. Easily accessible toilets, sinks and hand washing facilities support the children's developing independence skills. Children are beginning to develop body awareness and to recognise their needs. For example, children sing action songs that help them identify body parts and can help themselves to water if they are thirsty. Routines provide children with periods of rest when they can relax and recharge their batteries. Children benefit from effective systems to record accidents and medication administered. To safeguard children three staff members have first aid training and there is a well equipped and easily accessible first aid box, this ensures children's minor injuries are dealt with effectively.

Children explore, test and develop physical control in exciting daily indoor and outdoor events. Staff have a good knowledge of children's development and have regard to the Birth to three matters framework, incorporating this into the daily routine helps enhance experiences for children under three. This means the youngest children are confident to try out new skills, ask for help when needed and set their own limits within the safe environment. Children enjoy physical exercise, participate enthusiastically in free play, and take part in organised activities, for example during an action song where children confidently complete actions such as balancing on one leg and arm, and other children copy. Opportunities to increase control and co-ordination are available daily through a variety of activities. For example, in the outdoor play area where children stack and climb on milk crates, climb through an activity cube and ride and scoot on wheeled toys, negotiating a path of their choice.

Packed lunches are provided by parents for children who stay for the lunch club. Staff store lunch boxes appropriately to ensure the food remains fresh. Through topic work and discussion, children begin to understand the benefits of a healthy diet. During the session children receive a snack of fruit and cheese. Children take it in turns to pour out their drinks, choosing whether they want milk or water and help themselves from the snack offered. Snack and meal times are a social occasion, enjoyed by all; this helps provide children with a sound foundation for future eating habits.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a well planned and organised environment, which contributes to their learning, enjoyment and safety. Staff make good use of the available space to provide designated areas that offer children access to a broad range of activities. The welcoming entrance area displays children's artwork and photographs of children at play and has child height coat pegs, which gives a sense of belonging. A wide range of play materials compliments children's learning, for example, play dough and an excellent selection of craft and role play resources. Much of the equipment and resources is stored in cupboards and on shelves easily accessible to the children. Children settle well at activities that are entirely appropriate to their age and stage of development. This benefits the children and as a result they are learning effectively through their play. Staff regularly check the toys and equipment to ensure they are suitable and safe for children to use.

Policies and procedures to keep children safe from harm are in place and children are within earshot of the staff at all times. However, staff are not always vigilant in ensuring they can be seen when in the company of persons not vetted. Staff conduct daily visual and written risk assessments of the premises and the equipment, this ensures hazards are quickly identified and action taken to reduce risks. Children are beginning to be aware of keeping themselves safe through gentle reminders from staff about the possible outcomes of their actions. For example, children demonstrate an understanding of the possible consequences of handling scissors safely. Fire safety procedures are in place and the children practice regularly to ensure a swift evacuation in an emergency. All fire equipment and electrical equipment is checked annually to ensure it remains safe.

Children are protected because all staff are well informed through training and have a good understanding of their role in child protection. Staff make children's safety and welfare a priority and clearly understand how to put Local Safeguarding Children's Board procedures into practice when necessary.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive at the nursery happy and eager to participate in activities that provide good levels of challenge and promote children's development. Staff greet the children and take an interest in their lives. For instance, staff ask the children questions about what they are doing after the session, this gives children a sense of importance and of belonging while also helping develop language, thinking and communication skills. Children gain confidence and self-esteem as staff praise their efforts, encourage them to achieve, and provide activities which are stimulating, fun and within the children's learning abilities. Staff sit with the children, encouraging their participation. Children happily share their news and views and staff listen and respond to them showing interest and concern. Staff ensure the environment is bright and eye-catching as they display children's work and child related posters and pictures. Children are involved in a broad range of planned activities and spontaneous events, which support their development and learning. For example, they cut and stick during an art activity, build with construction equipment, paint, and access equipment such as tape measures and calculators. All children enjoy and join in with songs and action rhymes.

Children acquire new knowledge and skills, increasing their co-ordination, language and imaginative development well. Children have their individual needs met as staff have a very good understanding and regard for the early childhood curriculum such as Birth to three matters and the Foundation Stage. Children access a wide range of interesting and stimulating activities to increase and reinforce their learning, this fosters their curiosity to learn and explore. Staff build up good relationships with the children, helping them to feel comfortable, enabling them to flourish. Staff provide sensitive support, ask thought provoking questions to help them move learning forward and anticipate their needs. Adults are often invited to join in children's play and effectively participate to provide a balance between adult led and child initiated activities.

Nursery Education

The quality of teaching and learning is good. Staff use the curriculum guidance for the Foundation Stage effectively to plan a wide range of activities and opportunities, which promote children's learning and development. Children's learning is very well supported by caring staff who know their roles and work very effectively as a team. Staff have an excellent knowledge of the early learning goals. As a result, staff provide children with sufficient challenge at

activities. Staff consistently use effective open-ended questions to extend children's learning. Targets for individual children are planned weekly. Staff observe and record children's achievements towards these targets. Evaluation and assessment systems are fully implemented and staff collate observations into an individual progress record for each child. Consequently, it is easy to clearly identify children's progress along the stepping stones or their next steps in learning.

Children show an interest in numbers and counting, and use number names and number language spontaneously. They enjoy joining in with number rhymes and songs, and are beginning to complete simple addition and subtraction. They are able to select the correct numeral to represent one to five and some children can count to nine and beyond. They say and use number names in order in familiar contexts, for example when counting the number of cups needed for the number of children on their table. Children show curiosity and explore their environment inside and outdoors. For example, they stop and listen to the sounds the rain and wind make during a heavy down pour. They have independence in selecting and carrying out activities and show increasing levels of competence, often engaging in play for extended periods, for example, during role play, building with construction bricks and at circle time. Children follow instructions well and complete tasks wanting to please staff.

Children are keen to learn and are competent at selecting individual activities for themselves. They interact warmly with each other and show concern for others and share and take turns with resources. Through effective staff interaction children are developing good language skills and are becoming skilful and confident communicators. They are confident to speak in group situations, such as to ask a visitor questions or to answer questions about a group story. Children use speech well to develop storylines during role play and to re-tell real events. Children develop knowledge of letters and the sounds they make through good support from staff. Most children can name and sound the first letter of their own names as well as those of other children. Children have daily opportunities to make marks as pencils and chalks, indoors and outdoors, are easily accessible to them. Children enjoy using books for pleasure; they turn pages from left to right to 'read' the stories to themselves.

Children access a wide variety of resources to develop hand-eye coordination. They complete these activities with increasing dexterity. For example, they use a variety of tools with the play dough, pour drinks for themselves and use pencils and crayons to draw around number and letter shapes. This develops their manipulative skills. Opportunities to use everyday technology is available as children play with electronic toys and use keyboards and phones during role play. Children enthusiastically participate in musical activities. They are adept at singing and participate in creative role play using puppets and props such as story bags. They experience a variety of materials, for instance, they enjoy the tactile experience of manipulating play dough with their fingers and being creative with art and craft materials.

Helping children make a positive contribution

The provision is good.

All children are welcome and clearly enjoy their time at the nursery because staff highly value and respect their individuality and the family circumstance for each child. Children are lively, confident and behave well, their sense of right and wrong promoted through a positive approach and meaningful praise and role modelling by staff. For example, children regularly receive a 'thank you' or 'well done' from staff. This fosters a sense of self worth. Staff deal sensitively with any disputes. They come alongside the children and discuss the issue helping them to reach a satisfactory conclusion. Staff have high expectations and consistent boundaries for the

children. Staff and older children support younger children in sharing and turn taking, which helps them to learn negotiation skills. Staff work effectively with parents and outside agencies to ensure that children who have learning difficulties or disabilities are given support to enable them to participate fully in activities.

Children have frequent opportunities to learn about themselves and each other through everyday and planned activities. They find out about the local community and wider world through topic work, participate in events at the local church and have close links with the primary school. Resources to promote positive images are evident and accessible to the children for everyday play. This fosters children's spiritual, moral, social and cultural development well.

Partnership with parents is good. Verbal communication provides parents with daily information about their child and the comprehensive and accurately recorded record keeping system provides parents who request it with further details. Parents have open access to their child's records and may see them at any time. Basic information of plans and future topic work is displayed on the notice board and outlined in newsletters, however opportunities for parents to actively share in their child's learning is limited.

Organisation

The organisation is good.

Staff enhance children's care, welfare and learning opportunities through good organisation. The nursery is well planned and provides children with many opportunities to make decisions for themselves. Children are happy, secure and enjoy their time in the setting because staff offer good care and attention to their needs. Staff work very well as a team and good communication and guidance allows them to provide a stimulating, well-balanced and smooth flowing programme throughout the day. All required documentation and parental consents are in place and an effective recruitment policy ensures staff are suitable to work with children. Staff are kept informed of any changes to policy through regular staff meetings. However the policies available to parents have not been formally signed and agreed and some information is out of date.

Leadership and management is good. The strong committee are effective in offering support; they monitor the effectiveness of the setting through working closely with the supervisor, observing staff practice and children's achievements. Staff are committed to attending further childcare training and development courses, which management support. This helps them to reflect, monitor and improve the quality of the care and education they offer to all children. Carefully thought out and comprehensive planning provides a good balance of adult and child led activities to allow the children to develop at their own pace. All staff are effectively involved in monitoring and recording of children's achievements. Good evaluation procedures help to inform future planning; thereby contributing to the children's learning opportunities. This benefits children's learning and development. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the setting had one action and one recommendation for the Care inspection and one point for consideration for the Nursery Education inspection. The provision have made significant improvements in all of the identified areas, benefiting the children's wellbeing and developmental needs.

Care Inspection

The documentation now includes: full written details on the procedure for lost or uncollected children; Ofsted contact details in the complaints procedure and recorded hours of attendance when children arrive late or leave early.

Nursery Education

The procedure for evaluating the overall provision so that learning opportunities are maximised has been achieved through a brief written evaluation of activities, the introduction of weekly planning meetings and an effective system to identify individual children's needs.

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):

- ensure children are always within sight when with persons not vetted
- ensure all policies and procedures are reviewed, updated and agreed, on a regular basis

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):

- provide further opportunities for parents to have access to information about planned activities and daily events in order to share their child'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