

Bovington Nursery School

Inspection report for early years provision

Unique Reference Number	153450
Inspection date	06 December 2007
Inspector	Dinah Round
Setting Address	Cox Close, Bovington Camp, Nr Wareham, Dorset, BH20 6NU
Telephone number	01929 403602
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Registered person	Bovington 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 satisfactory. 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?

Bovington Nursery School was established in 1979 and operates from a converted army barracks building situated in Bovington Camp, near to the town of Wareham, in Dorset. The nursery is managed by a committee of parents and army personnel. Children have use of four main play rooms and a large hall for physical play, with toilet facilities accessed along the corridor. There is also a library room and sensory room available, an office, staff room and a kitchen. Children have access to an enclosed, part-paved, part-grassed, outdoor play area.

The nursery school is open each weekday from 09:00 to 15:00, term-time only. The nursery is registered to care for a maximum of 87 children from two to five years at any one time. There are currently 87 children on roll, of these 47 receive Government funding for nursery education. Children attending come from the local community, the surrounding villages and town of Wareham. The nursery caters for children who have learning difficulties and disabilities and those who have English as an additional language.

A team of 12 staff work with the children, plus a manager and financial administrator. All staff are qualified and experienced in child care and early years education. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from being provided with healthy and nutritional snacks. The 'snack bar' system is popular, and provides a sociable time where children happily sit and chat as they eat their snack. Children are encouraged to be independent as they select their own plates and drinks, butter their own bread and pour their milk on their cereal. They enjoy a good variety of healthy snacks, such as fresh and dried fruit, toast, sandwiches and breadsticks. Children generally have access to drinking water throughout the sessions which helps to make sure they do not get thirsty. Parents provide children's lunch boxes, and staff encourage children to eat healthy options first. Children learn about how to support their own health through discussions and activities, such as use of the 'Smiley Crocodile' puppet to raise awareness of the importance of cleaning their teeth.

Children learn good hygiene practice through the daily routines implemented by staff. They wash their hands independently after using the toilet and before eating lunch. Staff carry out clear procedures such as, wearing protective gloves for nappy changing and regular use of hand-gel. This minimises the risk of cross infection. Parents are made aware of the policy regarding the exclusion of children with infectious illnesses, which helps to reduce the spread of infection. Children are assured of prompt treatment in the event of an emergency, as all staff are trained to carry out first aid and first aid resources are located so easily accessible. Staff are clear of the importance to keep accident and medication records, and these are shared with parents to keep them informed.

Children engage in physical activities on a daily basis which successfully promotes their physical development. They have access to outdoor play opportunities which helps to ensure they get regular fresh air and exercise. Children use the large equipment with confidence as they practice skills to climb, slide and balance. Planned activities involve children negotiating an obstacle course, and moving like animals to the 'Sticky Kids' music and movement tape. Children use a wide range of tools with good control, for instance, scissors, pens, paint brushes, and pegs when hanging up their paintings.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a secure environment due to the effective security measures maintained. For example, the exit door is kept secure and staff monitor the arrival and collection times to ensure children are unable to leave the premises unsupervised. Risk assessments and daily checks are completed to identify and monitor potential hazards. However, systems for access to the higher level outdoor play space are not sufficiently supportive for the younger children's needs. Children and staff take part in regular fire evacuation procedures which helps them know what to do if they have to leave the building in an emergency.

Children move around with confidence and in safety as they choose their activities. They learn to keep themselves safe during their play due to discussion and gentle reminders given by staff.

For example, children comment to others 'that they have to be careful with scissors'. Children use a varied range of well maintained furniture and resources, generally geared to the children's differing ages and stages of development. Although, some equipment provided is not suitable for younger children, such as bikes and trikes.

Staff have a sound understanding of child protection issues which helps them in their role of safeguarding children. They attend regular training to continue to update their knowledge and are clear to report any concerns to senior members of staff. A clear child protection policy is in place, a visitors book is maintained which contributes towards protecting children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are cared for in a bright, busy and stimulating environment. They come into the group enthusiastically, eager to get involved in the wide range of activities offered. Staff are friendly and caring, they have a good knowledge of children's needs and offer appropriate support to help children settle and feel secure. Children's independence is successfully encouraged through all the age groups, for example, staff support the younger children well during meal times, and children are pleased with themselves when they manage to peel their own satsuma.

All children benefit from being provided with an excellent range of sensory play experiences. For example, younger children thoroughly enjoy the water play activities, they have fun finding the spaghetti in the water, and giggle with excitement as they squirt the water from the containers. Staff make effective use of the 'Birth to three matters' framework to monitor children's progress, and organise planning to link in with children's individual's needs. This successfully promotes children's learning and development.

Nursery Education

Teaching and learning is good. Staff have a clear understanding of the Foundation Stage, which they use to organise a broad range of interesting learning experiences. Planning incorporates children's individual preferences and is clearly linked to the different areas of learning. Children's progress is regularly monitored under the stepping stones towards the early learning goals, with the use of photographs to provide a clear picture on their on-going development. Staff get involved with the children, making effective use of questioning to encourage children's language and thinking. However, staff do not always extend activities to offer children more challenge, such as incorporating patterns for children to follow with the peg boards. Staff regularly praise the children and value all their efforts.

Children are confident and happy within the setting. They quickly settle in, and many children engage in a chosen activity for a considerable time. Children show good independence as they self-register on arrival, select their own paint resources, and take an active part at snack time. Children behave well and play co-operatively with others. Children speak confidently to each other and to adults around them, and enjoy sharing their news during 'show and tell'. They listen carefully, and enjoy joining in with the songs as they practice for their forth-coming Christmas Play. Many children can recognise their own names as they select their name card on arrival, or find their named water bottle. Children have good access to mark making resources and staff encourage them to label their paintings themselves. Children have access to resources and activities that introduce them to numbers and counting. For example, they count how many trains on the train track, and learn about weighing and measuring ingredients when helping to

make playdough. However, simple problem solving is not incorporated within everyday routines to extend children's learning.

Children have good opportunities to learn about technology as the computer is always accessible during the session. They show confidence and good control as they use the mouse to press and drag objects on the various computer programmes. Children's natural curiosity is encouraged as they are provided with an excellent range of sensory materials to explore, such as gloop, jelly, water and sand. The chocolate smelling playdough generates lots of discussion as children talk about the smell, enjoy manipulating it and proudly show off their creations to others saying 'look I've made a shell'. Children learn about changes through set activities, for example, making ice-pops and learning that water goes hard and changes to ice when cold. Children have freedom to use their imaginations as they use the paints, they have access to role play areas to act out experiences, although, at times resources are a little limiting.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as staff have a clear understanding of their individual needs. Children receive a warm welcome and they develop a strong sense of belonging to the nursery. For example, children find their own photo to register their name card to show they have arrived, and see lots of photos and art work displayed on the walls. Staff acknowledge children's individual achievements, they regularly take photos of things children have made which makes children feel good about themselves and promotes their self-esteem.

Children gain awareness of other cultures and the wider world through discussion and planned activities. They learn about different festivals, such as Hannukah, Thanksgiving and Divali, and take part in tasting different foods. The special educational needs co-ordinator works closely with parents and outside agencies, so that children with additional needs are well supported and able to fully participate in activities. For example, staff have introduced use of picture cards and all children are learning sign-a-long for some of the Christmas songs.

Children behave well. They benefit from the clear and consistent messages given by staff which helps children know what is expected of them. For example, a tambourine and use of music is effectively used at tidy-up time and children eagerly find a job to do. Children are reminded to have 'kind hands' during their play. They show consideration to others as they take turns on the computer, and share their playdough with others who join in the activity. Children receive lots of praise, and are encouraged to learn good manners by saying 'please' and 'thank you'.

Partnership with parents and carers are good. There are effective systems in place to share information with parents about the provision. This is through detailed notice boards, a comprehensive parent information pack, regular newsletters and photographs of children involved in activities. Parents are able to stay and settle children, and staff allow time at the beginning and end of sessions to give feedback to parents about their child's care and well-being. Clear information is displayed for parents about both the Foundation Stage curriculum and the 'Birth to three matters framework. Details of weekly activities are displayed on the room's white boards, to keep parents informed about activities their children are participating in. Children's progress records are made available to parents on request, but the full opportunities to keep parents informed and encourage them to become actively involved in their child's learning are not explored.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

Children are cared for in a bright, welcoming environment by a team of qualified staff. The nursery is thoughtfully organised so that children progress through the different age-groups, where their differing needs are usually met. Children are provided with a wide range of interesting play opportunities, including access to frequent outdoor experiences. Although, at times, the younger children's needs are not always fully supported. The nursery meets the needs of the range of children for whom it provides.

Most aspects of documentation are generally maintained. Children's records are stored securely and confidentially. Group policies are in place, and these are continuing to be reviewed and updated. This includes clear recruitment and vetting procedures to make sure that staff are suitable to work with children. However, Ofsted has not been kept fully informed of all significant events, such as a change in committee, so that appropriate checks can be completed. This is a breach in regulation.

Leadership and management is good. Staff work together well in their individual teams to ensure that children are supported. The manager shows strong leadership, and organises regular meetings with staff so they are clear of their roles and responsibilities. Annual appraisals are completed, and staff are encouraged to attend training to update their skills and knowledge. Staff show a positive approach to on-going development, they are continuing to review the planning systems so they link with children's needs. There is some evaluation of the activities, which is used to feed into planning, however, the book corner and role play areas are not always used effectively to maximise learning opportunities for children.

Improvements since the last inspection

At the last inspection the provider agreed to extend the risk assessment systems to ensure all aspects of safety are included. The group have now introduced risk assessments for each area within the nursery. Any issues are reported to the manager who makes sure appropriate action is taken, and that accident forms are monitored to help minimise risks to children.

Nursery Education

At the last inspection the nursery agreed to develop planning and assessment system to identify how activities can be extended to provide sufficient challenges, and to improve organisation of parts of the session to maximise opportunities for children's learning. The nursery have changed the routine of sessions so that the older children now have longer periods of time to concentrate on set activities. Staff have continued to link closely with the early years consultant to develop the planning further, working to link it with children's individual learning. However, at times the full opportunities to extend activities for children are not always explored by staff.

Complaints since the last inspection

Since the last inspection a concern was raised to Ofsted in September 2007. This was relating to National Standard 2: Organisation, that adult-child ratios were not being met, National Standard 4: Physical Environment, the garden area was not safe or suitable, National Standard 5: Equipment, the stage was not safe, National Standard 6: Safety, no risk assessments were in place, National Standard 7: Health, regarding issues around preparation of food, and National Standard 12: Partnership with Parents and Carers, that children's files were not stored confidentially.

Ofsted carried out a visit to the provider and two actions were raised relating to organisation and safety. The provider responded to the actions and Ofsted was satisfied that the National Standards were being maintained. The provider remains suitable for registration.

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):

- make sure younger children are able to safely access the outside play area, and continue to develop resources so younger children are provided with age appropriate physical play equipment
- ensure that Ofsted is kept informed of any significant events or changes within the nursery, and relevant forms are forwarded.

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):

- make sure children are always challenged appropriately to help them reach their full potential, and review the book corner and role play areas to provide richer learning experiences for children
- extend opportunities to share children's progress records with parents, and consider ways to actively involve parents in 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