

Pennyfarthing Nursery School

Inspection report for early years provision

Unique Reference Number	EY231331
Inspection date	12 February 2008
Inspector	Coral Hales
Setting Address	Guide H.Q., Palace Drive, Weybridge, Surrey, KT13 8ND
Telephone number	07803 131742
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Registered person	Pauline Coleman
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?

Pennyfarthing Nursery school opened in 1974. It operates from a large room in the Girl Guide hall in Weybridge Surrey. A maximum of 26 children may attend the nursery at any one time. The nursery is open each week day in term time only from 09:15 to 12:00 with a lunch club operating from 12:00 until 13:00. All children share access to a secure outdoor space.

There are currently 26 children aged from two to five years on roll. Of these, 21 children receive funding for early education. Children come from the local area. The nursery currently supports children who speak English as an additional language. Systems are in place to support children with learning difficulties and/or disabilities.

The nursery employs six members of staff. Of these, five hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are appropriately nourished and learn about healthy eating as they play. Staff extend their knowledge by talking about foods that are good for them. Children enjoy fruit and milk at snack time and staff ensure that food provided by parents takes account any dietary allergies.

Children can access toilet facilities freely throughout the session and most know they need to wash their hands. However, they use cold water and soap and a communal towel which does not limit the spread of infection. Appropriate records ensure health and medical details are maintained and parents are aware of the nursery's policies and procedures. Children's welfare is promoted because staff can respond to accidents appropriately as current first aid certificates are held by most staff.

Children have ample opportunities to take part in a good range of activities indoors and use the well resourced outdoor area. For example, they enjoy a range of musical and movement sessions to develop their creativity and happily play outside with a range of ride on toys, balls and hoops. This area also includes table top construction and creative and language activities which encourage children to play in all environments. Children have opportunities to play quietly and to be active as required to meet their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a well laid out hall with access to daily outside play in the secure garden. Appropriate risk assessments are made on toys and equipment to ensure that are suitable and safe for children to use. Children are kept safe and risks of accidents are minimised as staff have effective safety and security precautions in place. For example, the main door is monitored and fire practices are undertaken. These drills are carried out regularly and evaluated which means children and staff know how to leave the building in an emergency.

Children have access to a wide range of interesting resources, which staff display daily. These allow the children to investigate and explore and develop their play safely within a secure environment. Resources and equipment are clean and well-maintained.

Children's welfare is promoted and safeguarded because staff are aware of their responsibilities to the children in their care and ensure their day to day practice protects them. Documentation is in place to inform parents.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy, settled and enjoy coming to nursery. They are keen, enthusiastic, motivated and are becoming confident learners. They chat happily to each other and quickly find friends to play with. They follow simple instructions well and talk animatedly in their play. Children begin to form good relationships with each other and with the staff who encourage them to share and play together. Children begin to develop their independence as they express their ideas during play using a wide range of resources which capture their interests. For example, during imaginary play as they take turns to use the 'dumper truck' in the sand. Children enjoy

playing with the activities that are set out in the garden, some choosing a quieter activity such as playing with puzzles or shapes, whilst others love to run around or use the larger physical equipment.

Nursery Education

The quality of teaching and learning is satisfactory. Staff make use of their time to support children's learning and overall provide a suitable range of activities to capture children's interest in learning. When staff engage with the children teaching is good, however this is not consistent and some activities lack focus and children are not always sufficiently challenged to achieve their potential. When children have to sit for extended period of time, for example before and during snack time, they become distracted and their learning is limited.

Staff complete short observations on the children which are well written and informative and these are kept together to be given to the key staff to copy onto the records. However, these are not always kept up to date to allow information to be shared. Staff share the planning, activities cover all areas of learning and children's individual needs are targeted. There are informal systems in place to evaluate planned activities and these allow them to monitor children and identify those who require more support.

Staff are deployed to supervise children appropriately and there is a good ratio of staff to children. Most staff use open-ended questions and when they are supported in activities children are enthusiastic learners and make progress. Activities are generally appropriate for the age and development of the those attending the nursery.

Children have a positive attitude to learning, they ask questions, show interest and begin to use their initiative and take some responsibility for themselves. They make choices and decisions and begin to concentrate well on chosen tasks. Some effective teaching methods enable children to be interested and motivated. They become engrossed in what they are doing. For example, as they make shapes and figures in play dough they discuss what they are making and achieve well. They show a good understanding of language which they use well to express themselves and they enjoy talking to staff as they play. Children enjoy stories and songs and join in well with favourite parts. They show increasing levels of imagination as they play together in the role play area and dress as the 'Vet' and the 'nurse' and staff support and extend this learning. During focused activities they learn about sequencing and size and number while building a lighthouse. They begin to learn about the local and wider world through planned topics, themes and activities and recently had opportunities to experience Chinese New Year celebrations. Children's learning experiences are not consistent throughout the session because the second half involves much sitting and waiting.

Helping children make a positive contribution

The provision is satisfactory.

Children are settled and happy in their nursery. They understand the rules of the setting, knowing what the bell means and what is expected of them and behave generally well. Sometimes the long periods the children are sitting for can mean they become restless and noisy. When staff engage with children they become interested and animated.

Parents appreciate the approachability of staff and are comfortable to discuss their child. They are provided with information about the nursery when they join and there are notice boards with updated details. Some parents share their expertise by running clubs in the session, for

example the gardening club. They value the additional service the nursery provides in the daily lunch club.

Children's individual needs are identified by staff. They use their good knowledge of children and details obtained from parents to ensure activities and experiences are appropriate. For example, children for whom English is not their first language have access to labels in their own home language. Children's spiritual, moral, social and cultural development is fostered. There is a named special needs coordinator who follows up identified special needs. However, the current procedures do not record early stages or any informal intervention.

The partnership with parents and carers is satisfactory. Staff greet parents and children on arrival to help them to feel welcome. They are provided with information relating to the children's planned learning but have minimal information about the Foundation Stage curriculum. Formal parents' evenings are planned annually and they have access to their children's records, however, most wait to be invited and not all records are effectively maintained.

Organisation

The organisation is satisfactory.

Leadership and management is satisfactory. The staff work well as a team, as they have been together for a long time and regular team meetings keep them well informed. There are no formal systems in place to move staff on or develop their potential. The manager is aware of basic recruitment procedures, however she has not needed to employ any new staff recently. There are no formal systems to monitor ongoing suitability with regard to health issues. Children benefit from the stable staff team who work closely together. Most are qualified and all are experienced and regularly access training to update their knowledge.

Sessions are organised to provide children with a mix of free play and directed activities. At times, the long periods children are waiting between activities, for example, snack time and circle time, can mean they are less focused and their learning is not maximised.

The nursery staff maintain all required documentation and permissions to ensure the safe running of the group. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection staff were asked to ensure that accident records were completed as required. These are effectively maintained and shared with parents.

Following the last education inspection the staff were asked to provide additional opportunities for children to develop their creativity through music. This recommendation has been fully met and regular musical activities are planned. Children sing, use musical instruments and take part in music and movement tasks as they follow actions to accompany songs. Labelling around the setting has been improved and this includes labels in other languages to support children for whom English is a second language. This helps to develop children's understanding of the written word.

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 written 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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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 hand-washing facilities limit the risk of cross infection
- develop the procedures used to identify children who have additional needs
- review the organisation of sessions to ensure children's learning is maximised throughout

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):

- formalise systems to identify staff strengths and weaknesses and build on these to ensure professional development
- consider how children can be extended through free play by consistent adult intervention.

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