

# Farthings Nursery School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY277711
<b>Inspection date</b>	22 January 2008
<b>Inspector</b>	Lorraine Wardlaw

<b>Setting Address</b>	Ottershaw Memorial Fields, Foxhills Road, Ottershaw, Chertsey, Surrey, KT16 0NQ
<b>Telephone number</b>	07966 262696
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<b>Registered person</b>	Sally Watts
<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 outstanding.

### WHAT SORT OF SETTING IS IT?

Farthings Nursery School opened in 1993 but moved to its present premises in 2004. It operates from a single storey building in the grounds of Ottershaw Memorial fields, close to Ottershaw and Addlestone in Surrey. The setting is a privately owned and managed nursery. The group is registered to provide sessional care for a maximum of 24 children aged two to five years old, of whom no more than eight may be under three years. Farthings Nursery School serves children and families from the village and surrounding areas. There are currently 39 children on roll, 27 of whom receive funding for nursery education.

The group operates each week day during term time and is open from 09:15 until 11:45 for two- year-olds with an extended hour until 12:45 for three and four-year-olds. Children have exclusive use of a large play room and an additional room for indoor physical play activities. There is also an enclosed outside play area available for children's use.

The owner/manager who works with the children, employs four staff to also work with the children. The owner/manager is a qualified teacher and three staff hold an early years qualification to National Vocational Level 3. The group receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is promoted well by the staff who implement good cleaning and hygiene procedures. This ensures that good standards of cleanliness are maintained throughout the nursery which helps prevent cross infection. Children understand the importance of good personal hygiene routines; they wash their hands after using the toilet, and use a freshly laundered, small towel to dry their hands, then put it in the lidded bin. They also blow their noses with tissues that they independently access and dispose of. Staff implement new procedures they learn on the flu pandemic course, such as encouraging the children to use their arms to shield their mouths when they cough. Young children are sympathetically supported by the caring staff during toilet 'accidents'. Children's nutritional needs are met well because staff offer them healthy snacks, such as banana and apple. Water is freely available throughout the session. Children learn about their bodies, through well planned activities, such as making skeletons and demonstrate good bodily awareness by independently accessing the toilets when they need to. Children have ample opportunity to develop their small muscle skills and eye/hand co-ordination during a wide range of fine motor, physical activities. For example, children confidently cut paper and spaghetti with scissors, use tools and cutters skilfully with the play dough and use writing materials. In the outside play area children enjoy fresh air and exercise as they proficiently pedal tricycles and two wheeled bikes with stabilisers around, balance on the low beam and aim bean bags into low coloured nets. However, the setting does not have any challenging climbing equipment for children to use and practise their climbing skills. Documentation which support children's health and welfare is thorough and maintained well, such as the accident and medication records.

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

The provision is good.

Children play in a safe environment where staff are vigilant about the child collection procedure and where daily checks take place to ensure hazards are identified and minimised. Regular, six weekly, risk assessments are undertaken, and staff quickly respond to unsafe areas of the nursery. For example, paper piled up in the stock room is removed because it is identified as a fire hazard. Children undertake regular fire drills to ensure they are safe in an emergency but safety reminders for children during the session is sometimes overlooked by staff, such as when children run indoors. Staff regularly look at the accidents that have occurred in the nursery to see if there are any trends they need to address. Children play in an inviting, colourful and attractive environment with much of their art work displayed on the walls, which helps them to feel fully appreciated. They are able to freely and safely select from a good variety of resources and materials, and operate independently in the environment with minimum support. Children are well protected from possible abuse, because staff have a secure knowledge of the safeguarding children procedure and keep good existing injuries records.

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

The provision is outstanding.

Children are extremely happy and relish their time at the setting. They demonstrate excellent attitudes to learning; they are very keen and eager to gain the knowledge the practitioners consistently impart to them. Staff offer children a quality, exciting, practical environment for them to play and learn, and staff interact with them in a fun way and at their level. For example,

children enjoy the feel of the cooked spaghetti in the water trough, letting it run through their fingers. Both staff and children often laugh together. This is particularly evident during the whole group registration time, when children sit attentively for a good length of time, listening and learning from the practitioner, who is very skilled at engaging the interest of the youngest two-year-olds to the older four-year-olds. The youngest children are well supported during this time; they have the option of choosing from the extensive range of play activities on offer in the playroom, but feel happy and content to join the large group, having a cuddle, sat on the lap of the practitioners. Children have very good relationships with the caring and sympathetic staff and feel highly proud of their achievements; they eagerly show each member of staff their elaborate model they have made or their writing, gain high praise from the adults and a 'busy bear' stamp, which boosts their self esteem.

#### Nursery Education.

The quality of teaching and learning is outstanding. Children are making rapid progress towards the early learning goals because teaching is highly positive and consistently challenging with all staff engaging effectively with children throughout the session. Children demonstrate excellent levels of achievement, particularly in mathematical development, and communication language and literacy. The rich, exciting and well planned continuous curriculum is supplemented by individually written targets, mostly based on the stepping stones, for each child, which the staff implement and weave into the children's play session. Staff make frequent, incidental observations of children throughout their activities which inform the planning and individual targets/play plans. All staff have a thorough knowledge of the Foundation Stage and their teaching highly motivates children; for example an extensive set of story sacs and a story board is available which brings to life children's favourite books and stories.

Children speak with confidence and engage easily in conversations with others; they learn new words and explore their meaning such as when a young child spontaneously tells the inspector 'camouflage means you can't see the animals'. Children are gaining an excellent phonic knowledge; they name their objects that they have brought from home beginning with the initial sound of the week, Q, such as quilt, quad bike and use hand movements of a duck opening his mouth, whilst practising the sound 'Qua'. Many children are writing recognisable letters of their name on their pictures and work, and some children can write other words correctly. For example, when a four-year-old draws a picture of a cat they write the word cat underneath from their own phonic and letter knowledge. They make home made books, such as 'all about me', with their own photos, pictures and writing. Children can recognise their names on their trays and can read a range of familiar words, such as 'sand', because there is high emphasis on children recognising print in the environment.

There are consistent and extensive opportunities for children to count and recognise numerals in the play environment and routine, which means children are making excellent progress in this aspect of maths. They recognise many numerals, can count confidently, some children beyond 10 and are consistently presented with number problems in their play. For example, a child is encouraged to line up five cars in front of the car with the numeral five on it. He correctly says he has two on the mat and needs three more which he counts out. Another child can correctly say what number comes after 21. Children have ample opportunity to compare size and weight practically, such as using dried peas and soaked peas. They use mathematical language correctly, such as when they are outside with the material weaving it through the fence they describe the white lace material as the longest. They correctly identify the names of two dimensional and three dimensional shapes, such as 'sphere' and have fun as they excitedly talk about their favourite ice creams when the practitioner puts the semi-sphere on top of a

cone. Children love to make patterns, such as when a child builds a model with stickle bricks using alternate colours they recreate the model with felt pens and know they have made a stripy pattern. Children have opportunities to use programmable toys and can perform simple functions on them. They have an excellent sense of time through the daily discussion and changing of the cloth calendar, and growing and observing projects, such as daffodils and an amaryllis. Children are gaining an excellent knowledge of the world in which they live; some can spontaneously say 'happy new year' in Chinese, they pretend to be migrating birds outside in the play area and regularly look at the globe and maps to find different places around the world. They experiment with water and funnels, and grow cress in different conditions, such as without water and in the dark. Children paint at the easel, design their own collage picture with a good variety of materials and enjoy exploring different painting techniques, such as bubble wrap painting and marbling with ink. Their work shows that some children have excellent art abilities; they observe mini beasts and draw what they see. Children take part in extremely well planned and implemented music sessions where they learn to use and name different instruments and learn the rhythm and beat of simple nursery rhymes, such as baa baa black sheep.

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

The provision is good.

Children benefit from the staff's clear understanding of equal opportunities; they ensure all children at the setting feel valued and respected. Many positive images of people from different cultures and with disabilities are displayed on posters, books and through the play resources available; promoting appreciation of all people in society. Children who speak a dual language are able to see words written in both languages, such as Korean and English, and children find out about what it is like to have a disability when they paint or draw with their feet. Children with learning difficulties receive good support; staff learn Makaton signs to help children communicate. Children's behaviour is excellent; staff consistently praise the children in their efforts and have strategies that promote children's positive behaviour. For example, children spontaneously show 'busy bear' their completed picture or writing and receive a 'very good' stamp from him. Children enjoy being a 'special helper' at registration time sitting in the blue chairs they feel important as they are selected to change the calendar. Children show good levels of personal independence; they are encouraged to put their coats on themselves to go outside, pour their own drinks at snack time, and operate independently in the nursery. Children receive good continuity of care because parents feel staff are friendly and approachable; they are able to discuss issues with the staff at any time. Parents receive regular newsletters and extensive information is available for parents in the room adjacent to the main play room. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents of children who receive funding for nursery education is outstanding. Staff work exceptionally well with parents to ensure children make rapid progress through the stepping stones to the early learning goals. Parents are regularly updated about children's progress, when they see their child's development/assessment file, have informal chats with staff and have an annual formal discussion with the manager about their child's progress and learning objectives. Parents are able to contribute to children's targets/play plans and make written comments of how they feel their children has progressed and what progress they would like the following year. Very good information is given to parents about the curriculum and a 'parents page' is given out with hints and tips linked to topics, so parents can continue the learning at home. A book lending scheme is in operation and parents encourage children to bring in items for the 'phonics box.'

## **Organisation**

The organisation is good.

Children benefit greatly from the nurturing, caring staff and the well organised environment. The manager and her staff work extremely well together and know how to successfully and effectively promote the outcomes for children. The manager's enthusiasm and love of the job, in particular, has a very positive impact on the staff and the children. A high percentage of staff are qualified and show a commitment to training, and personal development which means that all staff are constantly updating their knowledge and skills. The settings recruitment procedure is good and a thorough induction programme means that new staff are quickly knowledgeable about how the setting is run. Good staff to child ratios are maintained, particularly when the free flow system is used outside, and children wear tabards, and effective staff deployment ensures children receive good levels of supervision. Policies which underpin the practice are in the process of being updated and organised; they are all available and of a good standard. The nursery is forward thinking in it's development and always striving to improve. For example, the manager would like to set up a sensory garden. The setting meets the needs of the range of children for whom it provides.

The leadership and management of nursery education is outstanding. The manager is an exceptional role model with regards to delivering nursery education and has a highly successful influence on the teaching practices within the setting. She regularly monitors, appraises and discusses with staff the teaching and learning that takes place offering praise and constructive feedback where necessary. There is a clear expectation of staff to foster children's love of learning and regular meetings take place to discuss planning, assessments and the evaluation of activities. The setting constantly reflects on its practice, is always striving to improve through effective development plans, which are discussed with all staff.

## **Improvements since the last inspection**

At the last care inspection the nursery were requested to ensure the complaints procedure included the name, address and telephone number of the regulatory body and that the fire evacuation procedure was displayed near all the fire exits. The complaints procedure has been updated with the up-to-date address and telephone number of Ofsted and is amongst the wealth of information available to parents in the large room adjacent to the play room. The fire evacuation procedure is displayed next to all fire exits.

At the last nursery education inspection there were no significant weaknesses to report, but consideration should have been given to developing the English as an additional language programme, to include children's first language on all labelling of familiar equipment and areas around the room. This is implemented according to the individual needs of the children attending the nursery.

## **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 outstanding.

### 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):

- increase the opportunities for children to climb
- promote children's awareness of how they can keep themselves safe

#### The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)