

Feckenham Nursery School

Inspection report for early years provision

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| Unique Reference Number | EY355566 |
| Inspection date | 08 July 2008 |
| Inspector | Esther Gray |
| Setting Address | Feckenham Village Hall, High Street, Feckenham, Worcestershire, B96 6HN |
| Telephone number | 07799 560 440 |
| E-mail | richinsinca@aol.com |
| Registered person | The Feckenham Nursery Limited |
| 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?

The Feckenham Nursery Limited opened in 2007 and operates from Feckenham Village Hall near Redditch Worcestershire. A maximum of 26 children aged from two to under five years may attend the nursery at any one time. All children share access to a secured outdoor play area.

The nursery is open each weekday during term time only. Sessions are from 09.00 to 12.00 with an optional lunch club. Afternoon sessions operate from 13.00 until 16.00 on Tuesday, Thursday and Friday. There are currently 50 children aged from two to under five years on roll. Of these, 44 children receive funding for early education. Children come from a wide catchment area, as parents travel across Worcestershire to work. The nursery currently supports a number of children with learning difficulties and/or disabilities

The nursery employs six members of staff. Of these, four hold appropriate early years qualifications and two are working towards a qualification in childcare.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children understand and adopt good hygiene practices such as washing their hands before meals and snacks or after attending to personal hygiene in the toilet areas. They are confident in wiping their own noses and dispose of tissue appropriately. Staff ensure that there are always fully trained staff in attendance who can deal with injuries or illness and that they can call for further assistance in a medical emergency. This is achieved through good systems to ensure staff training is updated and collecting good information about individual needs on documentation. Appropriate permissions are obtained from parents and carers when children first start at the setting. As a result, children are protected from infection and are well taken care of if they have an accident or become ill.

Children are active and beginning to understand the benefits of physical activity, both indoors and outside in the fresh air. There are opportunities to develop dexterity in movement in throwing, catching, running, jumping and manoeuvring around one another safely. As a result, children enjoy good and varied opportunities to experience physical activity and develop their skills well.

Children are beginning to make healthy choices about what they eat and drink. Staff engage with parents and encourage the provision of healthy contents for the lunch box. Staff assist children to help themselves from a good choice of fruit at snack time and they are asked to think about what they ate for lunch. They challenge them to think about what was healthy about the food they ate. Children have access to plenty of fluids throughout their stay, which ensures they do not become dehydrated. As a result, children are well nourished and are learning about the importance of healthy eating.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are developing an understanding of dangers and how to stay safe. Staff encourage children to look out for danger whilst on trips to the playing fields. Children recognise the dangers of traffic when crossing roads safely, they spot stinging nettles, toadstools and many other hazards on route. They are taught to use simple tools, carry scissors safely and use sticky tape dispensers with care. Staff make a full written risk assessment of spaces used by children and assess the dangers when they take them out and about. They use good monitoring systems to ensure all identified hazards are suitably addressed and minimised. This includes details of how children are supervised when they take a nap as well as checking the premises before children arrive to ensure they are safe and secure. Consequently, children are secure and well supervised in premises which are suitable for the purpose. The manager and staff ensure that the environment gives children good access to a wide range of facilities that successfully promote children's development.

Children are well protected from harm because staff have a solid understanding of their role in child protection. They are able to put appropriate procedures into practice. They share the policies and procedures with parents and carers, which demonstrate their roles and responsibilities in taking necessary steps to safeguard and promote the welfare of children. Children's confidence in key staff to allow them to share their feelings. They know their rights and what to do if they

are concerned or worried in any way, which is very well supported. As a result, children's safety and well-being is well safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their learning. They are welcomed to a well laid out room with imaginative use of gazeboes. For example, areas are identified with the gazeboes for snack time when the café is open, used as a space for role play and areas to sit with a book. There are colourful displays used as an aid to learning. The toys and resources are found in a comfortable atmosphere in which music is played and children sing a lot. This encourages children to settle quickly to play as they arrive. As a result, children are confident, independent and are developing their self-esteem. All children have their individual needs met and are developing a good range of knowledge and skills. This is because there are effective plans which provide activities and play opportunities that help children achieve .

Nursery Education

The quality of teaching and learning is good. Children make good progress towards the early learning goals in relation to their starting points, capabilities and interests. Staff have a good understanding of the learning outcomes for all activities provided and areas being used. They extend and develop children's knowledge and interest in learning. All staff have a good knowledge of the Curriculum guidance for the Foundation Stage and they are also developing systems to allow them to adapt this knowledge to meet the Early Years Foundation Stage in future. Good detailed planning, observation and assessment is used to ensure positive outcomes for children. Assessment of children's learning is effective. Assessments show what children are learning and what they need to learn next. Parents are actively involved, which ensures assessments are meaningful and relevant to children. Staff use their knowledge of children to challenge them to make progress very well. For example, in number recognition and in counting skills children are encouraged in making one to one correspondence with items they count. There is sufficient challenge for all children including more and less able. Staff are developing their skills in use of plenary, giving feedback to children as they are beginning to be encouraged to recount what they have learned at the end of each session.

The pace of the programme is good. No child is rushed and the management have changed the routine to allow children to choose when they need their snack rather than stopping the sessions and interrupting play. As a result, children's engagement in activities is prolonged to suit their own interest before they move on to another activity of their own choosing and behaviour is good. Although they are developing a good disposition and attitude to learning and are developing a good sense of community. Some routines and planning change activities and play so quickly there is little chance for children to go back to it later, develop their ideas further or repeat it.

There are a suitable range of books for children to choose from in the book corner and writing is encouraged with chalk boards, signing in and finding their name to register their presence. The development of handwriting is planned into the activities and shape of letters, recognition of letters and directionality are developed by staff in games played and activities provided. Lotto encourages language for thinking and some very good activities played with adults are used to link sounds to letters. For example the letter 'P' is identified to a small group and staff use sign language to aid their understanding with objects such as peg, puppy and panda. As a

result, children are developing their competencies well across the four aspects of communication, speaking listening, reading and writing.

Children begin to see connections and relationships in numbers, shapes and measures. They pour their own drinks, spread sandwiches, build with bricks, match and sort and are using mathematical language such as 'more than', 'one more' or 'one less' to help them to solve problems across a wide range of practical activities. Children explore in a variety of ways using a wide range of media such as corn flour, water, 'gloop', play dough and soil for planting. They look at minibeasts and the texture and shape of bark with magnifying glasses. Children have access to a variety of educational programmes on a computer and learn to use the mouse and keyboard successfully. Topics introduced by staff are used as a vehicle to help children appreciate culture and belief. The topic 'old and new', for example, develops their appreciation for diversity and difference in age, gender and beliefs of others. As a result, children are beginning to make sense of the world around them by investigating and exploring through first hand experiences in an interesting environment. They have many opportunities to observe, explore, question and be curious in a broad range of activities that form the foundation of later learning in history, geography, science and technology.

Children are motivated to learn through exciting and interesting activities. They are developing their self confidence and self-esteem and are beginning to learn right from wrong. They are developing an awareness of their own needs and that of others and begin to understand that their actions and that of others have consequences. They learn the importance of fresh air and exercise to their health as they learn what they need to lead healthy lifestyles. Children are creative and enjoy the active learning promoted at this setting. They work independently and with each other as they dance, sing and take part in musical movement or in a mini sports day. As a result, children have fun.

Helping children make a positive contribution

The provision is good.

Children are considerate and learning to share and take turns. They cooperate with each other as they wash up plates and dry them in an assembly line as part of the snack time activity. Staff have introduced some imaginative, stimulating and exciting ways of encouraging good cooperative behaviour. For example, children and staff work together at tidy-up time, to the 'Thunderbirds Are Go' theme tune and complete the task before the tune finishes. A good variety of news letters, notices, policies, procedures and other communications allow parents to become well informed about the care and education offered to children. This includes the use of a 'happy gram' which is sent home with children as a reward, shared with parents. For instance, they are rewarded for coming to nursery with a healthy lunch box, using good pencil control, taking turns, waiting patiently, good sharing and many more. As a result, children are developing good relationships with adults and other children in a setting where staff work closely with parents and carers to meet individual children's needs and ensure they are fully included in the life of the setting. Partnership with parents and carers is good.

Children's spiritual, moral, social and cultural development is fostered. Children value diversity in acknowledging, differences and similarities in many activities such as painting images of their own face, reflected back from the mirror. They choose the colour required to paint a picture of their own face, hair and eyes to compare with others. Staff have introduced children to 'Flying Ace Sid'. He is a toy character who travels with children, taking care to have sun cream applied and collecting postcards, artefacts and replicas of animals he has seen on his travels. He goes on many adventures. This provides a very good link between home and setting.

as he and his holiday buddy are able to share their adventures with children on their return. It gives children a good insight into the variety of different family experiences and the wider multicultural society in which they live.

Although there are toilet facilities for children with disabilities they have insufficient privacy when they use the toilet or require a change of clothes. Nevertheless, good arrangements are made to ensure all children are included. The success of the assessment process allows children with disability and/or learning difficulty to receive appropriate support from staff, who gain further support, where necessary, from outside agencies. The code of practice is followed and well understood by staff, which ensures children's development is well promoted and their well-being is safeguarded.

Organisation

The organisation is good.

The management and organisation of the setting is pro-active in ensuring the practice of all staff contributes positively to children's good health, safety, enjoyment, achievement and ability to take an active part in the setting. Well qualified staff are deployed appropriately to ensure safety and to meet the needs of children. The staff team have worked together for some considerable time and remain in post as a new owner has taken over the setting. As a result, there has been a good continuity of care for children attending.

The leadership and management is good. Each child is assigned a key person to support them and their family. Overall sessions are managed well. They give children time to follow their own imaginative play, taking resources from one area to another to develop this play, well supported by staff. Although the new management have made many improvements to the previous operational plan, some of the routines continue to be followed from historical practice and space is still being evaluated as to its best use. As a result, further opportunities for children to have time to complete tasks, go back to activities they enjoy or to repeat activities they have enjoyed have not been fully developed. This is because very detailed long term and medium term plans move some children on too quickly and different activities are provided the next day. However, some planned activities provided in a day are left not completed or taken up by children as staff allow children to follow their own interests. They may be made available on following days so that children can access them later to promote the intended developmental or educational target, identified from assessment. This ensures children's developmental and educational needs are well met.

Children benefit from good organisation of the setting. Most policies and procedures protect children sufficiently and are effectively implemented to promote good outcomes for children. Records are available and retained for inspection. They are well organised and kept confidential. Overall children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

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.

Since registration 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.

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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 the privacy of children when intimate care is being provided and when children access toilet areas to attend to their own care needs.

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):

- develop the organisation of space and provide further resources that inspire children and encourage them to initiate their own 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