

Jenny Wren Nursery School

Inspection report for early years provision

Unique Reference Number	EY343241
Inspection date	11 July 2008
Inspector	Alison Weaver
Setting Address	Greenfield Methodist Church, Greenfield Road, EASTBOURNE, East Sussex, BN21 1JJ
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Registered person	Greenfield Methodist Church Council
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 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?

Jenny Wren Nursery School has been registered under new ownership since 2007. It operates from one main room in the Green Street Methodist Church building and also has access to a small hall, toilets and kitchen. It is situated in Eastbourne and serves families from the local community. A maximum of 18 children may attend at any one time. The group opens five days a week during school term times. Sessions are from 09.30 until 12.15. All children share access to a secure enclosed outdoor area.

There are currently 18 children from two to under five years on roll. All of these children receive funding for nursery education. Children come from a wide catchment area. The setting currently supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The setting employs five staff. Of these, four of the staff including the manager, hold appropriate qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Staff promote children's health well by taking the necessary steps to prevent the spread of infection. These include ensuring the tables are cleaned before snack times and having appropriate hygiene procedures for the changing of nappies. Children learn the importance of cleanliness as they wash their hands in the toilet areas after using the toilet and before eating. However, the use of a shared bowl of water for hand washing after messy play is less effective at preventing cross infection.

All staff are trained in administering first aid so that they can act in the best interest of a child in the event of an accident. Information about each child's health needs is obtained from parents so that staff can provide consistent care. There is a clear policy for the care of sick children and parents are kept informed about any health concerns. However, some of the documentation lacks the necessary detail and clarity.

Children develop a good awareness of healthy eating through a variety of activities including cooking and food tasting. They find out about what is good to eat as they make bread and fruit salads together. Children are encouraged to bring healthy snacks to eat and staff reinforce this by recording how many healthy portions are brought. Children have drinks at snack times and they are also able to help themselves to water at other times during the session. This helps ensure they do not become dehydrated.

Children stay healthy by being physically active. They enjoy daily opportunities to play outside or in the larger hall. Their physical development is promoted well as they take part in activities where they use a variety of small games equipment such as balls, bean bags and hoops. They also have regular use of larger items such as a climbing frame, a parachute and ride on toys. They develop good coordination and learn to use their bodies in many different ways. They show increasing fine motor skills as they use a wide range of small tools and equipment such as scissors, sellotape dispensers, pencils and glue sticks. They have fun 'painting' the outside walls using brushes and water.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a secure environment and are escorted safely around the premises. At times, the church is open to other users so staff ensure that unauthorised adults do not have access to the children. The children are closely supervised and good staff deployment ensures children stay safe. Staff are aware of the possible signs and symptoms of child abuse and know what to do if they have a concern. This helps ensure that children's welfare is safeguarded and promoted.

The main room used for the group is small but used very effectively for the children. Staff create an attractive and welcoming atmosphere with plenty of the children's own work beautifully displayed. Children use a wide range of toys and equipment that are safe, clean and kept in good condition. Staff use the resources extremely well to challenge and stimulate the children. Staff gently remind children about how to stay safe and avoid accidents, both indoors and outdoors.

Staff carry out daily visual checks to ensure that the main room used is safe for the children. However, safety checks in the larger hall are not always promptly carried out. There is a more formal yearly risk assessment carried out on the building to ensure it is safe for the children. The necessary safety equipment is in place, including socket covers. Children and staff are involved in regular fire drills to ensure that they are aware of what to do in an emergency.

Helping children achieve well and enjoy what they do

The provision is good.

Staff greet children and parents as they arrive and ensure that they feel welcome. Children happily leave their parents and quickly settle at an activity of their choice. The children are relaxed, secure and confident. They relate well to others and develop good relationships with staff who are caring and supportive. Staff devote their time to the children to help them learn and develop as they play. Staff create a stimulating learning environment and interact very effectively with the children. They are very skilled at talking with the children to extend their learning. The children clearly enjoy their time in the setting and join in enthusiastically with the wide variety of fun activities. They make their own choices from the toys and resources available to them. They concentrate well at activities that are adult initiated as well as those they initiate themselves.

Nursery Education

The quality of teaching and learning is good. Children make very good progress towards all the early learning goals due to the staff's secure knowledge of how children learn. Staff use the resources and activities well to promote children's learning. Staff spend their time playing and talking with the children. They make very good use of the opportunities for informal learning during free play activities. They question children effectively as they play to help them extend their thoughts and ideas.

The curriculum planning is broad and balanced as it covers all six areas of learning. Written plans are clear and show links to the stepping stones to ensure staff are aware of the learning intentions of the activities. Staff take into account children's interests and needs when planning to help ensure children are engaged in the planned activities. Staff carry out regular observations and use these to inform children's records of progress. This enables staff to monitor what individual children are achieving and learning. The staff use the observations and records to identify the next steps for individual children to help ensure that all children make progress. Staff adapt activities to meet the individual needs of children and those working at different rates.

Children are very confident and settled, playing happily on their own and with others. They begin to form friendships and show concern for others. They share and take turns with the toys as they play. Children's independence develops well although staff are still in the process of developing more opportunities for them to self select resources. Children help themselves to drinks and help tidy up. Children fetch the bin to put in the shavings after they have sharpened their own pencils.

Children speak confidently and use a wide vocabulary. Staff support their language development well as they praise and encourage children when they use difficult words such as 'investigate'. The children learn to recognise the link between sounds and letters. Staff routinely reinforce letter sounds through the free play and everyday activities such as snack times. Children readily choose to look at books independently and are often seen sitting with friends in the book area.

They use reference books to extend their knowledge and help them with craft activities. They have plenty of varied opportunities to practise mark making and writing their names. Children skilfully form letters and write their names on their work.

Children count confidently and frequently choose number activities during free play. They enjoy the sorting and matching activities. They create patterns as they thread beads. Several children show a very good awareness of patterns in their paintings and pictures. They develop a good understanding of shape, measure and size through planned activities and free play. Staff make good use of everyday activities to promote children's mathematical development and their use of correct language such as 'more' and 'less'.

Children enjoy regular visits to parks where they investigate and learn about changes in the seasons. They develop an interest in the natural world. Staff make effective use of children's observations and comments to help develop their awareness. For example, when a child remarks on the moisture on the window the staff extend children's thinking and build on what they know. Children use different tools such as magnifiers, binoculars and magnets to find out about their world. They use their senses to explore a wide variety of different materials and objects. They have regular access to a laptop and other forms of everyday technology. Children design, build and construct different models such as dog kennels. They make their own books on different subjects such as textures and their trips to the park. They learn about other ways of life as they explore topics on other people and countries.

Children use their imagination well and are encouraged to express their own ideas in a wide variety of interesting creative activities such as silk painting and ink blowing. They thoroughly enjoy drawing and painting activities, creating very detailed pictures. They enthusiastically take part in role play and movement activities. They pretend to paint the walls outside and sweep up the mud indoors. Children like to sing and have fun humming along to songs. They take part in music activities and learn about different sounds and rhythm.

Helping children make a positive contribution

The provision is good.

Children are helped to respect and value diversity. They have access to a variety of resources that show positive images of the wider community. These resources and the planned activities help children learn about other beliefs and cultures. Staff obtain information from parents about each child's home background and individual needs. Staff respect the wishes of parents and ensure that individual needs are addressed. However, the written documentation does not ask about religion and culture.

The setting has good arrangements in place to care for children with additional needs to ensure that they are able to participate fully in the setting. Staff promote inclusion by providing the children with the necessary support and keeping records of their needs and progress. They work closely with parents and other professionals to help these children achieve and make progress. The designated staff are still in the process of completing the relevant training to help support children with additional needs.

Children are well behaved and respond positively to staff. Children's self-esteem develops as staff value children's contributions. They benefit from the meaningful praise and encouragement given by staff. Children learn to share and take turns as they play together. They show that they have understood the boundaries as they remind each other of the rules in the setting.

Staff manage behaviour calmly and in ways that are appropriate to children's age and stage of development. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Parents are encouraged to share what they know about their child's interests and achievements at home, particularly when they first start in the group. This gives staff a good starting point to settle children in and help them develop. Parents receive helpful written information about the Foundation Stage, which gives them an overall picture of what children are learning. They are kept well informed about what themes and activities the children will be enjoying each week and what they will be learning.

Parents have daily opportunities to find out how their child is doing and to share any concerns on an informal basis. There are also more formal arrangements to discuss children's progress in depth. These include parents being given yearly written reports that show how their child is progressing in all six areas of learning. Parents meet with staff to discuss the reports and look at the profiles to see how well their child is progressing towards the early learning goals.

Organisation

The organisation is good.

Overall, the space and resources are well organised and used effectively for the children. Staff group children appropriately at activities so that there are plenty of opportunities for adult interaction. Children benefit from being cared for by qualified and experienced staff. The staff have a strong understanding of how children learn and they fully understand their role in supporting children in their play and learning. The setting meets the needs of the range of children for whom it provides.

The required documentation, which contributes to children's health, safety and well-being, is in place. However, some of the documentation lacks sufficient detail including that relating to the administration of medication. Not all records of accidents have the full name of the child and the member of staff who dealt with the accident. The register does not always indicate accurate times of attendance of staff and children. The majority of the written policies and written information given to parents and staff reflect the regulations and the current practices of the group. However, the complaints procedure does not indicate what record should be kept if there is a complaint and who can have access to this.

A satisfactory recruitment procedure is in place, which ensures that staff are suitable to work with children. The ongoing development of staff is promoted through induction and ongoing training. Leadership and management are good. The setting runs smoothly as the staff team is well established and they all work closely together. The staff meet regularly to discuss children's progress and their next steps. All staff are included in the planning and decision-making. They are well motivated and enthusiastic, showing a commitment to continuous improvement and development of the nursery education provision. They put effective development plans in place where they identify areas they want to improve. Staff regularly monitor and evaluate the curriculum and activities to ensure that the provision is helping children make good progress towards the early learning goals.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

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.

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.

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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):

- improve the documentation relating to accidents, administration of medication, complaints procedures and the record of attendance.
- ensure that the complaints policy includes procedures for the recording of complaints and make parents aware of these.

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 more ways for children to self select from resources.

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