

Village Nurseries Ltd.

Inspection report for early years provision

Unique reference number

EY284413

Inspection date

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Inspector

Elizabeth Ellen Mackey / Linda Margaret Nicholls

Setting address

Emmanuel United Reform Church, The Grove, West
Wickham, Kent, BR4 9JS

Telephone number

01959 562 750

Email

nigel@villagenurseries.demon.co.uk

Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Village Nurseries Ltd has been registered since 2004 with the current owner. It is one of a group of seven pre-schools owned by Village Nurseries Ltd and it is based in the Emmanuel United Reform church hall, in West Wickham, within the London Borough of Bromley. Children have access to two halls and there are kitchen and toilet facilities on site. There is not a designated outdoor area, therefore one hall is used to provide physical activities and regular local outings are planned. The Pre-School has exclusive use of all designated areas during hours of operation. Wheelchair access is available.

There are currently 32 children on roll, aged from two to five years, of whom 25 receive education funding. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The group is open Monday to Friday, during term time, from 09:15 to 12:00. Children attend a variety of sessions.

A team of five staff work with the children. Of these, four staff hold recognised early years qualifications. Staff are also supported by a Co-ordinator and the Provider who both work across the pre-schools owned by Village Nurseries Ltd.

Overall effectiveness of the early years provision

The setting is effective in meeting the needs of all children in the Early Years Foundation Stage. Recommendations made at the last inspection have been met, for example, policies are now reviewed on a regular basis to ensure they remain up to date. Children are well cared for by all staff. Children's individual needs are identified and staff know the children and families very well. This enables them to best meet children's needs and provide an inclusive environment. A prominent feature of the pre-school is its nurturing environment, which fully supports children's personal social and emotional development and is very inclusive to all families.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the setting's self evaluation schedule to include the views of parents
- increase opportunities for children to enjoy outdoor play
- provide more opportunities for children to explore activities independently and develop their autonomy.

The leadership and management of the early years provision

The pre-school is well led and managed. There are three tiers of Management and staff are clear about their roles and responsibilities. The Nursery Manager successfully and energetically leads a strong staff team and her interpersonal skills

are excellent. Her priority and dedication to children's welfare and personal development is a paramount reason as to why children are happy and settled. The self evaluation clearly identifies the aims for the development of the service and highlights the setting are aware of their strengths and weaknesses. Parents are not currently asked to contribute to the setting's evaluation, which means that although their input is sought verbally there is not a record to gauge parent's overall satisfaction with the provision. The pre-school have made good progress since the last inspection and demonstrate good capacity to improve. For example, an application for funding and permission to create an outdoor area for the children have been made to maximise outdoor opportunities for children's learning.

The provider of the pre-school has a hands on approach and alongside the Co-ordinator they regularly visit and support the management of the setting. There is a clear vision of how the setting will continue to improve the early years provision. The immediate aim being for all staff to further develop their knowledge of the Early Years Foundation Stage(EYFS) through training and team development. A keyworker system is in place which offers children consistency and helps with the settling in process.

Parents consulted during the inspection state," they are extremely happy with the care and education their children receive". They are warmly welcomed and have good opportunities to be involved in their children's learning and development within the setting. Further information is provided through regular new letters and through the settings website. Regular meetings take place between the key worker and parent/carer to discuss children's progress and the next steps in their learning. Parents praise the staff in the pre-school and positively acknowledge the progress their children are making.

Children's safety is paramount in the setting and there are effective systems in place to minimise risks to children. Procedures for safeguarding are in place and risk assessments are routinely completed to ensure the health and safety of all children. Staff recruitment systems are rigorous and there is always at least one person on site, trained to administer first aid. A daily risk assessment is conducted and any identified hazards are corrected immediately.

The quality and standards of the early years provision

There is a happy, purposeful atmosphere throughout the session, and children are strongly supported in their play. Practitioners interact positively with children, encouraging their interest. They model skills and reinforce expected behaviour, so that children learn to use areas appropriately and to work cooperatively. Practitioners routinely evaluate activities, observe children's individual progress and record their development to help plan next steps in their learning. They use their knowledge of individual children to effectively to plan to ensure activities are appropriately levelled. Staff are well deployed; however, some activities are too adult led, this limits challenge for some children as it limits opportunities for them to be autonomous and explore independently.

Children are excited and confident as they enter the setting following a long

summer break. They acknowledge the staff and each other, some embrace the staff and are eager to share their news. Children select their name and practitioners encourage children new to the setting to join in. Practitioners ensure that there are various opportunities for mark making. In addition to the writing and craft area, the role play area, which is made into a shop provides the opportunity for children to write their shopping lists on notepads. Children are confident communicators and constantly talk to each other and to staff. One child talks about writing stories on his computer at home, he reminds the Inspector to note that in her laptop.

There are many new children to the setting and practitioners have carefully planned to enable children to settle quickly. Children joining the group who have English as an additional language are well supported. Strategies in place to aid communication include practitioners learning key words in children's home language and successfully enlisting the help of other children who can communicate in the child's own language. The calm, caring and organised environment reassures children and children who cry on initial parting are comforted and effectively distracted. Children are also encouraged to learn about safety and this is evident in their behaviour, for example they demonstrate how to use the large climbing equipment safely and they use tools with care.

Children learn about the world around them through topic based activities such as different counties and customs. For example, a planned session learning about Poland, is enjoyed by both children and parents. A beautiful collage of the Polish mythical Wawel dragon is collectively made by the children and displayed on the wall. Children also dress up in traditional costumes and taste polish food. Children also enjoy fun French lessons, where they learn basic French words and songs. There is a variety of resources that depict positive images including books, posters, small world toys that challenge stereotypes and help children embrace differences in particular in relation to people with disabilities. An ongoing project that promotes excellent discussion and interest is the adventures of two pre-school teddies who go to the children's home for the weekend. Children are encouraged to photograph what they do and from this they have made a book that shows the teddies in the homes of many children. Photographs show the teddies in the snow, on a bike, in bed and even in Paris. It provides a wonderful opportunity for children to share experiences from home.

Children gain confidence in using numbers in their play and they respond enthusiastically to opportunities to count and measure. They answer questions that encourage their use of mathematical language, for example, when balancing different resources on the scale they guess which one weighs more and which one is the biggest. Children enjoy finding out their height, one child after being measured excitedly says, "I am going to tell everyone how tall I am". Children learn to recognise numbers, through activities such as number puzzles, counting rhymes, calculators and play money. Children become engrossed in their imaginative play. Two children are in role when playing with the shop. One child who is shopping counts out the money. She says, "I am going to feed my children with lots of fruit and vegetables to make them well". Suddenly aware that she is being watched she quietly whispers, "I have pretend children". Children learn about living things in a variety of ways, including planting seeds and looking after plants. A small group of children go outside with a member of staff to collect conkers. They come back

laughing, wet and windswept having being caught in a shower of rain. They eagerly show the manager what they have collected and proudly take their find to the rest of the group. The lack of an outdoor play area means that children have less opportunity to benefit from outdoor play and outings are infrequent and dependent on staff availability.

Children are reminded to be kind to one another and to look out for the younger children, their behaviour is excellent. A visit from the road safety team helps children to learn about being safe when they are outside. Staff conduct risk assessments for outings and ensure correct ratio's are maintained at all times. Regular fire drills are conducted which ensure children are familiar with the procedure.

There are clear lines of reporting for safeguarding children and all managers have attended safeguarding training which is filtered to staff. The child protection procedure has been updated in line with latest guidance.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration or at 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.