

# Pinxton 0 to 5 Nursery School

Inspection report for early years provision

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**Unique reference number** EY368202  
**Inspection date** 27/11/2008  
**Inspector** Jasmin Myles-Wilson

**Setting address** Pinxton Nursery School, Kirkstead Road, Pinxton,  
NOTTINGHAM, NG16 6NA  
**Telephone number** 01773 863105  
**Email** headteacher@pinxton.derbyshire.sch.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).

## Description of the setting

Pinxton 0-5 Nursery School registered for full day care in 2008. It operates from purpose built provision integrated within the maintained nursery school and is situated on Kirkstead Road, Pinxton in Nottinghamshire. Entrance to the nursery has a sloping path and all areas of the premises are on ground level. An enclosed outdoor play area is available.

The setting is registered to care for a maximum of 42 children from birth to five years and currently has on roll 37 children on the Early Years Register. It is open Monday to Friday, all year round excluding bank holidays and Christmas. Opening times are from 07.30 until 18.00. Children attending the setting are from the local and wider community and for various sessions each week according to their parents' wishes. The setting supports children with special needs.

There are nine staff, including the managers, who work with the children and hold a Level 3 qualification in childcare. The setting receive support from the local authority.

## Overall effectiveness of the early years provision

The setting supports all children well, considering their individuality and effectively meeting their needs. Through good partnerships with parents and other professionals, alongside staff assessments and observations, activities are effectively planned so all children enjoy their time in the setting, are challenged and make good progress. Procedures for the safe management of the provision and keeping parents informed are generally good. Consistent procedures for encouraging positive behaviour are not always followed, however, staff work well together to improve and provide good experiences for children who attend the setting.

## What steps need to be taken to improve provision further?

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

- ensure staff are consistent in effectively managing children's behaviour
- review systems in place to effectively monitor and identify the settings strengths and areas for further improvements.

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain records, policies and procedures in line with the Early Years Foundation Stage framework and ensure parents are informed for the safe and efficient management of the setting, promoting the welfare and meeting the needs of the children

31/12/2008

## **The leadership and management of the early years provision**

The staff create a safe environment and access, there is a good security system for accessing to the premises. Managers observe the setting via a video link ensuring it is a safe place for children. They obtain relevant information to provide good care for individual children. However, the system for seeking emergency treatment or medical advice does not make children the first priority. All staff are qualified in first aid and have good knowledge and understanding of safeguarding children and the procedure to follow. A good range of policies and procedures help managers and staff to provide a good service. However, not all of them are in line with the Early Years Foundation Stage (EYFS) framework and parents only have access to policies if they ask for them. The daily registers do not reflect when staff move from room to room.

The whole nursery works very well together effectively supporting all children's individual needs. The key person system is very good. Two members of staff, working opposite shifts, are responsible for the same children enabling parents to have a key person to talk to regarding their children at both ends of the day. Staff devote their time to children as they have additional workers who do the preparation and cleaning work. They have a good grasp on the EYFS framework planning and providing activities relating to where children are at in their development. They also work well in partnership with other professionals and are guided by them as to what activities will most impact children's development. Parents are kept informed of their children's day and are given activities such as rhymes to do at home to reinforce their learning.

The managers continually evaluate what the nursery is doing using questionnaires for parents and staff at least twice a year and also looks to see whether children are engaged in activities and looks at their attainment. From this they ascertain what needs to be put in place. Improvements have already been made. The continuity of children's routines is now established and activities during the school holidays for children aged over three are much improved. Managers have not fully completed a self evaluation of the setting, therefore their strengths and weaknesses are not fully realised.

## **The quality and standards of the early years provision**

Staff ensure the environment is organised well and the equipment is safe. This enables children to move freely around and independently select quality resources which are stored at their level. Children have a strong impulse to explore the environment and resources. They enjoy using their senses as they play with a range of materials and objects from treasure baskets and listen to the sound of the sand as they fill cereal boxes and pour it out again.

Activities are planned to encourage all children to be involved and make progress in their development. Children achieve well as staff plan activities from their ongoing observations and information received from all relevant people involved in

their care. There is a good balance of focused and child-led activities which cover all the areas of learning and children are interested, engaged and challenged well through them. Children have daily access to outside play and can do this all-year-round as part of the outdoor area is covered over. As they play outside and the sun shines children enjoy making shadows on the side of the tents and look to see whose shadow is the biggest. They are spontaneously interested in looking through the fence at the cars, the staff pick up on this and join the children encouraging their interest through discussion. Shared outdoor resources and equipment provides further challenges for children's physical skills. There are good opportunities for children to develop and gain increasing control over their large and small motor movements. Children manoeuvre very well around objects and people, show control as they kick a ball or thread shapes on to a piece of string. They are becoming more aware of their physical needs such as, they need to wear their gloves when their hands are cold and confidently communicate this with the staff in a clear manner. Staff do well in asking simple open-ended questions such as, "What do you put on when you go to bed?" Therefore, children are able to understand and respond by saying "Pyjamas."

All children are included in some specialised activities which helps those who have additional needs to make good progress. Through a good range of interesting activities children learn and identify with events in their world and community. They visit local shops to buy fruit and vegetables and cover topics such as, 'night-time' doing activities which are linked such as, bathing the dollies and putting them to bed. Children play well alongside each other and begin to learn to share resources. Age-appropriate strategies encourage children to behave positively and respect the feelings of others. Staff are good role models and children imitate their behaviour such as apologising to children who have been pushed. However, all staff are not consistent in the strategies they use. Children have good attachments with the staff and develop trust in them. As children play with a tunnel the staff encourage them to crawl through watching them at each end and children to giggle, squeal and a laugh as they make their way through the tunnel towards the staff.

Good hygiene is promoted with the children and they are beginning to develop an understanding of how to keep themselves healthy through good explanations given by the staff as they wash their hands before eating the food. On entering the baby room outdoor shoes are removed or covered so as that the spread of germs and dirt is reduced. Children receive nutritious meals and to request healthy drinks such as milk.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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](http://www.ofsted.gov.uk)

## **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.

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.