

Willow Nursery School Clent

Inspection report for early years provision

Unique reference number 205186
Inspection date 09/10/2008
Inspector Peter Isherwood

Setting address Clent Parochial First School, Bromsgrove Road, Clent,
Stourbridge, West Midlands, DY9 9QP

Telephone number 01562 731667

Email

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

Willow Nursery School Clent opened in 1990 and was previously known as Broome Nursery. The setting is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. It operates from two connecting rooms in a purpose-built nursery building on the site of Clent Parochial Primary School. There is access to the building for children and adults with disabilities and suitable toileting and changing facilities are available. The nursery serves the local area. There are currently 40 children from two to five years on roll. This includes 33 funded three- and four-year-olds. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities. The nursery opens five days a week during school terms. Sessions are from 09:00 to 14:45, each weekday except Thursday which operates from 09:00 to 11:45. A lunch club operates from 12:00 till 13:00, and attendance is optional. There are seven staff who work with the children. All have early years qualifications to National Vocational Qualification Level 2 or 3. The setting receives support from a teacher mentor from the Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

Willow Nursery provides good and, at times, outstanding provision for all its children. The nursery has the good capacity for further improvement. Rigorous procedures ensure that children are kept as safe as possible and there is a very strong emphasis on ensuring that the welfare of the children is paramount in everyone's mind. Self evaluation is carried out but it is not linked sufficiently with improving children's learning. Individual 'Learning Journey' books are used effectively to record what children can do but they do not show what a child needs to do next. Provision for children with learning difficulties and/or disabilities is outstanding and staff ensure that these children are fully included in all aspects of nursery life.

What steps need to be taken to improve provision further?

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

- ensure self evaluation is used effectively to assess the impact of initiatives on children's learning and development
- use the good quality information collected in the 'Learning Journey' books to plan the next steps in children's learning

The leadership and management of the early years provision

The manager and staff at Willow Nursery ensure that children in their care receive good opportunities to develop as individual people. There are very high standards of care. Children's welfare is regarded as a high priority by all staff. Recruitment

and vetting procedures are rigorous and ensure that children are as safe as possible. Health and safety, including assessing possible risks, is well managed by the staff. The setting has a good understanding of its own performance and areas for future development.

Good progress has been made in addressing issues raised in the previous inspection report. Children are given many and varied activities that encourage them to make choices and develop independence. Drinks are freely available to children. There is regular monitoring and evaluation carried out but this is often informal and is not always linked to the impact on children's learning. Observations of children are recorded in individual 'Learning Journey' books. These record what the children have done but they do not show what the child has to do next.

Relationships with parents are good. There is regular dialogue with parents who call in at the nursery and this helps them to be involved in their children's learning. Staff acknowledge that they need to ensure that all parents, including those who are more difficult to reach, are fully involved as partners in their child's learning.

Links with the neighbouring primary school are excellent. The school's facilities and expertise are used very effectively to prepare the children for the next stage of their education. The nursery manager is working hard to establish links with other local providers.

All necessary policies and documents are in place. The manager is aware that minor changes need to be made to a very small number of documents to match recent changes in the EYFS framework. The manager and staff are dedicated to improving the provision and show good capacity to do this.

The quality and standards of the early years provision

Children are given many activities to ensure that they make good progress across all the areas of learning. Activities, such as role play in the 'teddy's hospital', ensure that children's speaking and listening skills are developed well. Children really enjoy the activities provided. They are eager to get in the room when they arrive and some are reluctant to leave when their parents come to collect them.

Staff observe all children very well and make notes about what the children have done. These are transferred to the 'Learning Journey' books and give staff and parents a good guide to how children are progressing. The observations and comments rely greatly on the individual expertise of the staff member and it is not always clear to others what the next step in learning is.

Children co-operate very well with each other. They take turns and play together. From a young age they quickly learn routines. They respond well to stories which are told by the nursery manager. The outside area is used well to develop learning both in structured play and in activities such as finding the bear's house.

Children move around with care, showing a good awareness of staying safe. They relate well to their key worker and other staff whom they trust.

Children are well prepared for later life. Early writing and number skills are effectively reinforced by the provision of pencils which allow children to develop mark-making skills and later perform simple writing tasks. Children are encouraged to handle books. They do this with care. There are opportunities for children to investigate using Information and Communication Technology but the equipment is not always readily available.

Snack times are very orderly affairs. Children learn how to choose and spread toppings on their toast. There is very good teaching of table manners. Standards of behaviour at the tables are high.

Children with learning difficulties and/or disabilities benefit from good and at times outstanding provision. Their individual needs are known by all staff who they ensure that they are fully included in nursery life.

There is a very safe environment and children are well looked after by caring, qualified staff who treat every child as an individual.

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?	Outstanding
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?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Outstanding

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?	Outstanding
How well are children helped to stay safe?	Outstanding
How well are children helped to be healthy?	Outstanding
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Outstanding
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 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.