

Borrowby Nursery School

Inspection report for early years provision

Unique reference number EY272499
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Inspector Jane Hughes

Setting address The Cabin, Knayton C of E Primary School, Stockton Road,
Knayton, Thirsk, North Yorkshire, YO7 4AN
Telephone number 07708 424194
Email borrowbynursery@hotmail.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

Borrowby Nursery School is privately owned and managed. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It was registered in October 2003 and operates from a prefabricated building in the grounds of Knayton Primary School. Care is provided in one large playroom and a smaller playroom which is used for quieter activities. All children have access to an enclosed outdoor play area. A maximum of 24 children may attend the nursery at any one time. Nursery sessions are Monday and Thursday from 11.45 to 15.30, and Tuesday, Wednesday and Friday from 09.00 to 15.30 during term time. There are currently 15 children on roll aged from two to under five years. Of these, 10 children receive funding for nursery education. Children attend from Borrowby and the surrounding villages. The nursery employs four members of staff. All, including the manager, hold appropriate early years qualifications. Two members of staff are working towards a further qualification. The nursery is a member of the Pre-school Learning Alliance and receives support from the local authority.

Overall effectiveness of the early years provision

The nursery meets the needs of children in the Early Years Foundation Stage (EYFS) well. In particular, children learn exceptionally well about how to live safe and healthy lives and how to make a worthwhile contribution to their community. Practitioners give outstanding attention to ensuring that all children, regardless of individual circumstances, are able to make the most of their time at the setting and to participate in the wide variety of activities provided. Practitioners check carefully and record what children know, understand and can do but do not always analyse this information enough before planning the next steps in children's learning. Liaison with parents and other settings is excellent and ensures children settle into new routines with the minimum of disruption to their learning. Strong leadership and management demonstrate a good capacity for continuous improvement within the setting, although there is a recognition that staff do not yet benefit from sufficient professional development opportunities such as training courses.

What steps need to be taken to improve provision further?

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

- refine the analysis of information about what children know, understand and can do and so clarify the next steps in their learning
- enable all practitioners to access regular training opportunities to develop their professional skills.

The leadership and management of the early years provision

The manager and her deputy set strong examples for other practitioners to follow and together they ensure the needs of children are met well. Consequently, children enjoy a stimulating and supportive environment in which to explore, play and learn. The nursery is well-organised with all the required policies in place. These work well in everyday practice. Appropriate employment and vetting procedures assure adults' suitability. Regular staff appraisals identify individual strengths and areas to develop. Practitioners are well qualified and strive to extend their skills. The manager shows a good understanding of the nursery's strengths and relative weaknesses. For example, there is recognition that staff do not access training courses often enough to broaden their professional expertise. Previous recommendations for improvement have been carefully addressed and the highly committed leader demonstrates a good capacity for continuous improvement.

Parents confirm that they hold the setting in the highest regard. Their responses to surveys and the many thank you letters bear testament to their ongoing satisfaction. Positive comments, such as 'I really enjoyed watching them blossom and make new friends in a lovely, carefree environment', encapsulate their views. Parents value the flexible session times, as well as the care shown to their children. They exemplify how problems are quickly resolved and how this gives them great confidence to leave their children each day. Practitioners glean helpful information from parents before children join the setting. Parents' involvement in their children's learning is actively encouraged throughout their association with the nursery.

Very close links with other settings, particularly the primary school to which children transfer, ensure that children begin full time education with minimal anxiety and an eagerness to participate in the many aspects of school life they have seen during visits over the preceding months. The leaders of the two settings arrange an excellent support programme for children. For instance, pupils in Year 6 write stories and make them into books to share with the children, and reading them together is a highlight.

The quality and standards of the early years provision

Children learn and develop well in the stimulating nursery environment, which is well planned and resourced to promote their independent learning and play. As a result, children establish a good foundation on which to build key skills for future success. Practitioners have a good understanding of the EYFS and plan activities in response to individual children's varied interests. These capture children's imagination and make them eager to come to nursery. For example, to celebrate bonfire night, many children chose to play outside. They selected from a range of balls, coated them in different coloured paints and threw them onto large sheets of black paper. This created a large 'firework display' through the tracks left by the rolling balls. Practitioners regularly increase the levels of challenge for more able children, in this instance, by asking them to decide and describe which size ball they would prefer to use. Practitioners make regular observations of what children understand and can do and record these in detailed notes for staff, parents and other providers. Nevertheless, current systems do not always identify with sufficient clarity the next steps required to move children's learning forward.

There is good provision to safeguard children and promote their welfare. Key workers develop strong links with parents and ensure children feel secure and well cared for. Records and inspection evidence show that children develop into confident learners.

Adults provide positive role models for children. They have consistently high expectations of how children will respond and children cope well with these demands. In particular, practitioners show impressive commitment to developing children's independence wherever possible. As a result, children are keen to take responsibility as helpers and also do a good job of tidying away resources. They are developing the attributes of positive citizens. There is an unwavering focus on promoting safe and healthy lifestyles among children. Positive images decorate the walls and children enjoy a variety of healthy snacks and nutritious freshly cooked meals. They know why it is important to wash their hands before they eat and adults are conscientious about making them think through the safety implications of their actions, such as leaving an unattended bicycle across a doorway. In these ways, children are very aware of how they can help themselves and others to be safe and to grow strong.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
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

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.

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.