

Ringmer Nursery School

Inspection report for early years provision

Unique reference number	EY359967
Inspection date	15/10/2008
Inspector	Eira Gill
Setting address	at Ringmer County Primary School, Harrisons Lane, Ringmer, Lewes, East Sussex, BN8 5LL
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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

Ringmer Nursery is owned by a voluntary independent provider and managed by a committee. It was first registered in 1965 and moved from premises in the local Community College into a generous suite of rooms within the Ringmer Primary School building in September 2007. The Nursery has its own secure outdoor learning environment.

A maximum of 26 children aged two to five years may attend the nursery at any one time. There are currently 47 children on roll. Of these, 25 receive funding for early years entitlement. The nursery is open each weekday from 08.30 to 15.30, term times only. The nursery makes provision for children with learning difficulties and/or disabilities and also for children who speak English as an additional language. The setting has been led by a nursery manager/qualified teacher for eight years. The five other members of staff, with one exception, have qualifications over and above those required and attend relevant professional development courses. This provider is on the Early Years Register.

Overall effectiveness of the early years provision

Provision is outstanding with very effective partnerships with parents, outside agencies and the host school. Excellent systems in place ensure that all children enjoy a very wide range of exciting and stimulating activities and make first rate progress. The uniqueness of every child is taken into consideration. Any additional support that is needed is organised swiftly and in cooperation with the parents. Children's progress and welfare are discussed formally and informally throughout the day and at weekly staff meetings. All staff ensure that the children are given warm and generous support and organise high quality and safe learning and play opportunities. Children are very safe and secure at all times. The nursery manager is a highly skilled teacher and, together with her capable colleagues, shows a very effective commitment to self-evaluation and continued improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure that the grassed areas in the outdoor learning environment are redesigned and of sufficient quality to allow children to play outside in all weathers

The leadership and management of the early years provision

Very effective monitoring and evaluation of nursery practice ensure that the manager/teacher and her staff are continually finding practical ways to improve on their previous best performance. Weekly meetings are used to review planned

activities that were successful, or not so successful, in moving children's learning forward. Detailed assessment records help the team to focus on small steps in learning that help children to achieve better and enjoy their activities. Excellent professional development, self-evaluation and appraisals of staff led by the manager/teacher have led to demonstrable improvement in skills in several areas, for example, story telling and working individually with children. As a result, the nursery has a highly effective team providing excellent care and learning and development for all groups of children.

The manager/teacher is very committed to improving her knowledge base and that of the staff. She has recently undertaken accreditation for Early Years Professional Status. Other staff members are striving to improve their practice and have begun appropriate training courses, including the first year of degrees. Excellent links with the host school and the local authority ensure the children are very well prepared to leave the Nursery and begin their Reception Year. Parents are fully involved in the learning and development of their children. They are very appreciative. One said, 'I have been very impressed with the attitudes of the staff. They are very sensitive and helped me come to terms with leaving my child by taking photographs of him playing happily and enjoying school'.

All aspects of safeguarding children are fully in place and strictly adhered to, making a significant contribution to children's welfare and enabling them to learn in a calm, safe and healthy environment. Excellent routines are supported by comprehensive, written policies that are competently carried out on a daily basis. There are very good links to healthy eating leading to a healthy lifestyle.

The quality and standards of the early years provision

Children are provided with an exciting and balanced programme. A very wide range of well planned opportunities ensures they make excellent progress in all areas of learning. A sensible balance of adult led and activities chosen by the children develops their confidence and social skills very well. The personal development of the children and the progress they make is noted in detail. Led by the manager/teacher, staff use these observations to ensure the needs of children in all groups are being met in day-to-day planning. From their first visit to the nursery, parents are warmly welcomed and invited to contribute to their children's learning. Staff have created a safe environment in which risk is minimised. They have a very clear understanding of how child protection and other policies are implemented.

Children have freedom to learn and play in the outside learning environment although this is curtailed at present due to the deterioration of the grassed area. This limits the free flow of activities. Nevertheless, the children delighted in jumping in their Wellies into puddles formed on the hard surfaces to see how much of a splash they could make. There were squeals of laughter coming from that corner and the staff intervened sensitively to develop the children's vocabulary. The children are keen to talk about what they are doing while they paint or explore the water and sand containers and move forward in their language and mathematical skills. They are becoming active learners. Children are guided into

learning how to use equipment safely and how to play safely outside. Displays and photographic evidence show there is a very wide range of creative activity. The nursery celebrated Chinese New Year when one of the parents prepared and cooked Chinese food and showed the children how to use chopsticks.

Time is used very effectively. Individual staff work with one or more children at different times of the day working on aspects of their learning. The manager/teacher and all assistants have an excellent knowledge of the different needs of individual children. Staff assess the children's responses through skilled questioning and make sure that further activities continue to move learning forward. This is a particular strength of the nursery and is one of the reasons children make excellent progress towards the early learning goals. Story time is a delight to watch with the story teller talking to each child and signing their names as she introduces the story. Children are encouraged to join in vigorously especially when they reproduce the animals' voices, such as snarling. The children are growing in confidence in their own ability to take part in group activities. Overall, children make significant gains in their learning and have consistently good and often excellent levels of achievement in relation to their starting points.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
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?	1
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?	1

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 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.