

Focus Nursery School

Inspection report for early years provision

Unique reference number	EY309109
Inspection date	24/11/2008
Inspector	Helen Hutchings
Setting address	Focus Nursery School, Worgret Road, Wareham, Dorset, BH20 4PH
Telephone number	01929 555135
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

Focus Nursery School has been registered under the current management since 2005. It is a privately owned nursery providing full day care for up to 18 children in the early years age group at any one time. The nursery operates from a building within the grounds of Wareham Middle School. As well as a playroom area, with adjoining toilet and kitchen facilities, there is a secure outdoor play area. The building has minimal disabled access.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open each weekday during school term time, from 8.30 until 17.00. Children may attend on a full- or part-time basis. There are currently 23 children on roll. Of these, 13 are in receipt of government funding for nursery education. Children attend from a wide area, including the town of Wareham and its surrounding villages. The nursery provides care for children who have learning difficulties and/or disabilities. It has links with other early years providers in the area.

All staff hold relevant childcare qualifications. The owner managers are supported by a deputy and a team of three other staff. A fourth is currently being recruited. The group receives support and advice from the local authority.

Overall effectiveness of the early years provision

Children thoroughly enjoy their outstanding nursery school experience because they have warm relationships with adults. This inclusive nursery works very well with the adjacent primary school to ensure that there is a consistent approach to the early development of children's literacy and numeracy skills and smooth transition arrangements. All staff have a good understanding of the strengths and areas for further development, giving them an outstanding capacity to continue to develop provision. Current plans to enhance provision further include the development of a nature trail and vegetable plots in the garden and a canopy to enhance opportunities for outdoor play in all weathers.

What steps need to be taken to improve provision further?

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

- implement the plans to improve outdoor provision by erecting a canopy and creating opportunities for children to grow their own vegetables

The leadership and management of the early years provision

The leadership and management of the setting are outstanding. The managers involve the deputy well in the day-to-day running of the nursery school. Leaders

have an excellent understanding of the new requirements for the Early Years Foundation Stage and planned carefully for its implementation, building well on the outstanding practice in place when the nursery was last inspected. The setting is very well organised so that all staff are clear about their roles, and have good opportunities to take on different responsibilities to support their own professional development. They take part in training regularly to improve their skills and knowledge, for example, in promoting children's communication skills or child protection requirements. The procedures for safeguarding children's welfare meet current requirements. Risk assessments are undertaken regularly and recorded appropriately.

All staff are fully involved in regular and rigorous evaluation of both day-to-day activities and longer term provision. Their thorough understanding of the strengths of provision and areas for further development is used very well to prioritise and bring about improvements. For example, the new office will free up more space for children's activities and provide much needed accommodation for staff planning and a more confidential area to talk to parents when this is required. Because staff work together very well, practice is consistent, and there is an exceptionally strong shared ethos and understanding of future direction. Staff have close links with the adjacent primary school, for example coordinating the approach to early skills of reading and writing and are currently evaluating the success of the joint initiative.

The procedures for involving parents and keeping them informed of their children's development are comprehensive and very effective. Conversations with parents on a daily basis are complemented by a written record in the home contact book. These are used very well to keep parents informed of day-to-day issues and to involve them in more formal assessment of their children's development. Parents express considerable satisfaction with the provision for their children and say how happy their children are attending the nursery school. Their views are sought formally through regular questionnaires, which contribute to the setting's self-evaluation. In turn, parents are supportive of the nursery, helping to raise funds and provide expertise to erect a canopy over part of the outdoor area to give shade in summer and more access to outdoor activities in colder weather.

The quality and standards of the early years provision

Children's learning and development are supported outstandingly well. Children are very happy and settled, enabling them to enjoy and benefit from a rich range of activities. These are carefully planned to meet individual needs and to foster a variety of interests and ways of learning. Staff's thorough understanding of promoting the Early Years Foundation Stage is used very well to plan activities which interest and enthuse children. For example, children relished looking for bears on a 'bear hunt', bringing alive a favourite story and leading them to investigate a variety of imaginative situations, such as walking through long grass and entering a cave to feel the bear. Their understanding of the world around them is developed in almost every activity throughout the day. For example, when a child dressed up as a firefighter, staff talked about the work of firefighters and encouraged the child to make sure that he had put on his helmet. Another good example is when a group of children were constructing a train and had to find

some blocks of wood which would form appropriate buffers. Children have a good balance of adult-led and child-initiated activities appropriate for their age and stage of development. Planning documents and assessments show that the six required areas of learning are covered systematically.

Children's communication skills are developed very well through high levels of one-to-one conversation with adults who skilfully extend language and vocabulary, and through small group work where children are encouraged to express their knowledge and explore their feelings with their peers. Numeracy awareness is fostered through a variety of activities, such as counting out mugs and breadsticks for snacks and checking against the number of children present. The nursery is very well organised, providing discrete areas for different activities. Children use these independently and carefully. They thoroughly enjoy tidying up ready for the next activity, helping them to learn about being a member of a community and how to help and support others. They thoroughly enjoy helping adults, for example, pinning up laminated photographs of how they had made bird cages on the boundary fence. The wide range of outdoor equipment, such as scooters, tricycles and climbing frames, promotes children's gross motor skills very well. The outdoor area is used regularly, and staff have rightly identified how provision can be improved further by extending opportunities for children to grow their own vegetables. Opportunities for creative development are apparent throughout the day, for example, when exploring colour while painting, learning to use scissors to make paper snowflakes, or making Christmas presents in the 'Elves Workshop' in the role play area.

Children learn about health issues and how to stay safe through a variety of activities. Their personal hygiene is promoted very effectively. Children readily wash their hands before helping to prepare food and put their hands over their mouths when coughing. Very good procedures to safeguard children's well-being are in place, such as consent forms for visits or administering medication. Children know why they need to put on their coats to go outside in cold weather and staff are vigilant about keeping them warm in extremely cold weather. Children have very warm relationships with one another and with adults, within a fun environment. Behaviour is exemplary and children show consideration for one another because they are managed in a consistent way by all adults and know what is acceptable. Adults are sensitive to the varying needs of individual children and deal with them expertly so that all are included in activities.

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 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.