

Betchworth & Buckland Childrens Nursery

Inspection report for early years provision

Unique reference number	122653
Inspection date	03/12/2008
Inspector	Joy Considine
Setting address	The Street, Betchworth, Surrey, RH3 7DJ
Telephone number	01737 843610
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

The Betchworth and Buckland Children's Nursery was established in 1992 to provide pre-school experience for children in the local community. The purpose built accommodation is situated in the grounds of the Acorns Infant School, which is where the majority of children transfer. A maximum of 24 children aged three to five may attend the nursery at any one time. The nursery is open from 09:15 – 13:15 during term time.

There are currently 16 children who are within the Early Years Foundation Stage (EYFS). Children come from mainly socio-economic advantaged backgrounds with little cultural diversity. There is one child who has a visual impairment and two children are bi-lingual. Most children live in the local rural community.

There are eight members of staff, including the manager and most hold appropriate early years qualifications. There are some significant partnerships and links with outside agencies and the local community. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

This outstanding nursery prides itself on providing children with a bright, stimulating learning environment in which they can all thrive and flourish. The nursery manager has an excellent understanding of the needs of young children and she has used this to create a nursery team who are able to provide an exciting range of opportunities for children to learn and develop.

The care and welfare of children is given very high priority by all staff. There is a systematic and rigorous approach to safeguarding which protects children and reassures parents. The setting is exceptionally well equipped and there are excellent links with outside agencies to provide support to children and parents. The manager and her team have carefully evaluated all aspects of the work of the nursery and appropriate priorities have been identified for further development. There is a very good capacity for further 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:

- seeking the views of parents more formally through administering a questionnaire at least annually
- increasing the range of multicultural resources such as books and play equipment

The leadership and management of the early years provision

The nursery manager has an excellent understanding of the personal and developmental needs of young children. Together with her experienced team she has created a bright attractive learning environment in which children can grow and develop with confidence. Her leadership of the nursery is excellent and it makes a significant impact on the learning and development of children. The school prides itself on its inclusive ethos and this is reflected in the relationships between adults and children and in the way in which children respond to each other. The manager has established a culture in which each child is viewed as a unique individual with their own special talents and skills. All adults provide very good role models to children. There is a climate of mutual trust and respect which helps children to feel safe, secure and valued.

All requirements for safeguarding children are met and all staff are fully aware of the need to be vigilant where health and safety is concerned. All children have an assigned key worker who monitors children's progress as well as their personal and social development. A total of five members of the team hold a paediatric first aid certificate and all adults who work with children have enhanced Criminal Records Bureau checks. Fresh water is provided for children and they are encouraged to be active and healthy through the planned programme of activities.

The manager takes a reflective approach to her work and constantly looks for ways in which improvements can be made. Staff are encouraged to update and develop their skills through a planned programme of training to meet their individual needs. The management committee includes parent representatives and plays an active role in leading and directing the work of the nursery.

The school has developed very good relationships with local agencies and the local community. Parents are very supportive of the nursery and many help out with activities and the active 'Friends' group raises funds and holds social events for parents and staff. The views of parents are valued but the school does not yet formally seek their views by means such as questionnaires. Children visit local places of interest such as Betchworth Church and the neighbouring Buckland Church. They visit Nower Wood to study mini beasts. The nursery enjoys particularly good relationships with the infant school and this means that transition arrangements encourage an excellent start to school for children.

The quality and standards of the early years provision

The staff have created a bright and attractive learning environment where children are keen to attend because they thoroughly enjoy learning. There is an excellent outdoor area which is imaginatively resourced for activities such as role play, creativity, story telling and gardening and where children can develop their imagination by acting as pirates or run through tunnels or simply sit quietly listening to stories and poems.

The strong staff team work closely together and know all children well. They are able to plan learning activities to meet the needs of individual children so that

children make very good progress in all aspects of their development. Children are able to move about freely both indoors and out. They are encouraged to make choices, which helps them to develop confidence and independence. Adults interact well with children and ask searching questions to develop their thinking skills and their spoken language.

There are very good induction procedures in place so that positive relationships between parents and nursery staff ensure that all children settle quickly into the routines of nursery life. Relationships between children and adults are very good and this inspires children to try new things as they develop confidence. Children's personal development and well being are excellent because adults provide warm physical and emotional care so that children feel safe and secure. When children arrive at nursery they are met by a member of staff and their key worker who helps them to decide what activity they are going to do. This is a time when parents can speak with staff and help to settle their child. Well planned activities are prepared for children so they can make their choice upon arrival.

Children's personal and social skills are outstanding because staff provide plenty of opportunities for them to work and play together in groups, pairs or individually. They get on well together and are able to share, to take turns and to listen to each other. Relationships between adults and children are a strength of the nursery. All staff provide good role models to children because they take care to listen to them and respond to their needs. Children are mature and able to show concentration for sustained periods of time because the activities provided are stimulating and hold their interest. Staff fully exploit all opportunities to enrich learning experiences for children. For example, on the day of the inspection, a local farmer arrived to collect a scarecrow that the children had made to put into the adjacent field. The same farmer allowed children to visit his farm earlier in the year to see new born lambs and calves. More recently a pony visited the school and the owner talked to the children about how it was cared for.

All staff are trained to observe children's development. They record achievements on post it notes and use these to plan future activities across all areas of learning. Detailed observations of children's interactions with their friends provide an excellent picture of next steps. In addition to these written notes staff take photographs (with prior consent from parents) to record children's achievements. These are collated in a file to build up a picture of what children can do. By the time they leave nursery most children are confident speakers and many can count objects beyond 10, read simple words and phrases and enjoy sharing books and listening to stories.

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.