

Sandhurst Nursery School

Inspection report for early years provision

Unique reference number	EY331714
Inspection date	01/10/2008
Inspector	Carol Vant
Setting address	Sandhurst Cp School, Rye Road, Sandhurst, CRANBROOK, Kent, TN18 5JE
Telephone number	01580 850407
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

Sandhurst Nursery School opened in 1975 in the Old School Hall but now operates from a mobile classroom within Sandhurst Primary School grounds. A maximum of 19 children may attend the nursery at any one time. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday during school term times from 8:45 to 15:45 and serves the local area.

There are currently 32 children aged from two to under five years on roll. Of these 23 children receive funding for early education. Children come from the local catchment area and strong links are established with the primary school.

The nursery employs six members of staff. The manager is qualified at National Vocational Qualification (NVQ) at level 4 and all other members are either qualified or presently undertaking NVQ at level 3 qualifications. The nursery receives help from the advisory teacher from Kent Early Years Development and Childcare Partnership and is a member of the Pre-School Learning Alliance and the Bexhill and Battle Under-Fives Association. It has good links with the adjacent primary school, to which most children transfer, and with 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

The overall effectiveness is satisfactory. The manager and her staff work well as a team, providing the children with a clean, safe environment where they develop their confidence and enjoy learning. Parents are happy with the way the nursery communicates with them. However, the lack of rigour in tracking the children's progress and the lack of detail in planning the play opportunities across all areas of learning limits children's progress.

What steps need to be taken to improve provision further?

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

- improve planning to ensure that children experience stimulating and challenging play opportunities across all six areas of learning
- improve the rigour of assessment to ensure that children's progress is routinely monitored across all six areas of learning

To fully meet the specific requirements of the EYFS, the registered person must:

- make fresh drinking water easily accessible to all children throughout the day (Safe guarding and promoting children's welfare) 31/12/2008
- ensure that risk assessments for off-site visits are 31/12/2008

thorough and that pre-visits to venues are always made (Documentation)

The leadership and management of the early years provision

The leadership and management of the nursery is satisfactory. The manager involves her staff in every aspect of the running of the nursery and encourages them to take appropriate training. Key-worker groups are organised so that all members of the team gain experience across the age and ability range. However, staff do not have a clear idea of their day-to-day responsibilities. This applies, especially to not making detailed observations of the children as they play. Equally staff do not ensure that planning takes account of what the children can do and what they need to learn next. Although there is a daily routine in place that includes regular opportunities for outside play, planning does not ensure that children experience quality play opportunities across all areas of learning.

The nursery has made satisfactory progress since its last inspection. All documentation has recently been updated and a policy pack is now available to parents. The Manager has attended the Kent Safeguarding Training and has a clear, detailed policy. Policies and procedures relating to welfare arrangements are explained to parents at a welcome evening. Daily routines for checking the safety of the site and the equipment, and the good hygiene routines that are in place and ensure that children play in a safe, clean environment. However, when children are taken off-site, risk assessments need to be more thorough because they do not always include a pre-visit by staff to the venue.

The nursery has good relationships with parents and keeps them informed of events by half-termly newsletters and a notice board at the entrance to the nursery. Parents are told about their children's progress informally when they visit the nursery and are given opportunities to discuss their children's progress at open evenings. Parents are happy with the way the nursery keeps them informed and involved.

The nursery has evaluated the quality of its provision against the five Every Child Matters outcomes and has identified some areas for improvement, but the impact of what they do on the progress of the children is not sufficiently rigorous.

The nursery school is inclusive and the special needs coordinator works closely with parents and outside agencies to ensure that any children who may need additional support quickly receives the help that they need.

The quality and standards of the early years provision

The quality and standards of the early years' provision is satisfactory. The nursery provides a safe and welcoming environment where children are encouraged to make their own choices, to play independently and cooperatively with other children. Staff help children to settle in quickly and support their learning. While

staff help children move forward in learning, they do not routinely make detailed observations to determine what children can do. As a result, although children enjoy a range of play opportunities, the quality of planning does not ensure that these are always purposeful and offer quality play opportunities that challenge them across all areas of learning. Although the outside area is used daily, the play opportunities are limited because use of the outside area is not planned for well enough. For some activities, children work in small groups supported by their key-worker, this ensures that children who lack confidence in a big group are encouraged to participate.

Children are familiar with the daily routines in the nursery and are taught to follow good hygiene routines. This minimises the risk of infection and maintains a clean, safe environment. Due to the generosity of a local shop, children learn to make healthy choices when they enjoy a selection of fruit during the morning. However, although children are given a drink of water when they ask, water is not freely available to them. Children are well behaved and show respect for each other and for the adults who support them. They sit quietly and listen to stories, joining in enthusiastically. One child showed empathy with a character in a story when he commented, 'That wasn't nice.' At registration, children respond to the manager's 'Good-morning' individually. When a bi-lingual girl started at the nursery, the children learnt to say 'Good-morning' in Russian to make her feel welcome.

Children learn about the local environment and attend events in the village and in the adjacent school. Recently they attended the school's Harvest Festival. During the summer term, children are prepared for the next stage of their education by weekly visits to the primary school's reception class. This ensures that they are comfortable with the new routines and the new environment. Records of their attainment are given to the parents and to the new school.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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.