

Stone Eden Nursery School

Inspection report for early years provision

Unique reference number

EY369897

Inspection date

24/02/2009

Inspector

Carys Millican

Setting address

Wheelbarrow Hall, Aglionby, CARLISLE, CA4 8AD

Telephone number

01228 599400

Email

stone_edennursery@yahoo.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

Stone Eden Nursery School is a privately owned day nursery which was established in 2005 at Moorhouse Courtyard, Warwick-on Eden until it was relocated to its present premises in November 2008. It operates from converted farm buildings in a rural location close to Scotby village on the north eastern perimeter of Carlisle. A maximum of 100 children aged under eight years may attend the nursery at any one time, of these, not more than 76 may be in the early years age group, and of these, not more than 31 may be under 2 years at any one time. Children are cared for in two nursery units with an inner quadrangle, comprising of two baby rooms, two toddler rooms, two pre-school rooms, and a training room which is used during school holidays for the out of school club. The nursery is open each weekday from 08.00 until 18.00 all year round and is flexible to the needs of parents. Children are grouped according to age in one of the six playrooms available. There is accessible access to the upper floors of the pre-school unit. Children have access to three enclosed play areas which include a learning orchard, enclosed soft surface courtyard play area and a playing field.

There are currently 145 children on roll, of these, 129 are early years children. Children attend from within the locality and from a wider catchment area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

The nursery employs 31 staff, of these, 29 staff work directly with the children, and of these, 23 including the manager hold appropriate qualifications in childcare and education. Two members of staff hold Early Years Professional Status, and a further two staff members are working towards this qualification. The pre-school unit has two staff members who hold qualified teacher status. The nursery employs a full-time qualified chef who provides freshly prepared meals and snacks which are cooked on site. The nursery has established partnerships with a local training provider and schools to provide work based training and vocational work experience for young people.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Stone Eden Nursery School provides an excellent range of effective learning experiences and play opportunities based on children's individual interests, consequently, children make exceptional progress in all areas of their learning and development. Children are effectively supported by well qualified and experienced staff members who recognise children's individual uniqueness and provide an inclusive, stimulating and interesting, well organised, safe and secure learning environment. Children are motivated, confident, active, independent and creative learners. They benefit immensely through the excellent partnership established with parents and outside agencies that help support children's development and progress. Continuous improvement and a clear vision of future development is a key strength of this already outstanding provision. The management and staff effectively monitor and evaluate all aspects of their current practice and the environment in this innovative nursery setting to ensure further improvement in the outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop the systems in place for recording children's developmental starting points and the next steps in children's learning to inform future planning and establish links with other settings in order to complement the learning taking place.

The leadership and management of the early years provision

Children benefit immensely from the strong leadership and management established in this innovative nursery setting. Children's care, learning and development are significantly enhanced through a cooperative, highly motivated management team who are extremely enthusiastic and proactive in their commitment to continuous improvement to improve the outcomes for children. They share a clear vision for the future development of the setting to provide excellent facilities, care and learning for children and their families. This also includes extending the nursery provision, the development of sensory areas within the learning orchard and establishing links with other providers. These strong leadership skills are effective in maintaining a dedicated and committed team of nursery staff who work exceptionally well together to monitor the environment, everyday practice and individual performance to ensure children's needs are well met. Children make exceptional progress as they are well supported and have their individual welfare, learning and development needs met through the key person system, and dedicated qualified early years teachers who also hold the Early Years Professional Status. All staff meticulously record each child's daily routine and play activities on carbon copy sheets and use a digital photo picture frame to show parents the activities they have done during the day. All record keeping documents, policies and procedures are meticulously maintained and the robust recruitment, induction and appraisal systems are in place to ensure the staff ongoing suitability. Written reflective self-evaluation is completed through the combined systems used to gather information with management, staff and parents.

Children are kept safe and secure. Keypads on exterior doors ensure children cannot leave the buildings and uninvited persons cannot gain entry. Children access three fully enclosed outdoor play areas. A safety surface in the quadrangle courtyard enables all children to access outdoor play safely, effectively creating an indoor-outdoor classroom feature where the six areas of learning are promoted. Safety equipment, such as safety gates, are effectively used on all inner doors and stairways to upper floors. Detailed risk assessment and daily safety checks are conducted by staff to minimise hazards and help reduce accidents. Staff provide an inclusive and welcoming environment by organising the learning environment to

ensure activities are accessible to all children and clearly labelled using text or pictures. Children benefit from care provided by well qualified staff who understand their roles and responsibilities in their respective rooms. Safeguarding policies are effectively implemented. Staff keep up-to-date with safeguarding issues and have a secure knowledge of the procedures to follow if they have any concerns.

Children benefit from the effective partnership established with parents. Flexible settling in methods enable children and parents to get to know the environment and key worker. Parents provide initial information about their child when they first start using 'all about me' and 'getting to know you' sheets. These are used to plan for children's learning and play opportunities to meet their individual interests. Staff encourage parents to be involved in their child's learning through regular newsletters, help with topics and ask them 'what interests your child', home diaries for weekend events, and adding comments on the daily sheets. Parents welcome the opportunity to meet with staff at parents evening where they look at their child's progress records recorded on individual memory sticks. Parents and carers are extremely complimentary about the operation of the nursery, expressing a high regard for the staff and the welcoming and secure environment and flexible service provided.

The quality and standards of the early years provision

Children enjoy their time spent in this warm and welcoming nursery setting. They are extremely happy and contented, and settle easily throughout the nursery in the bright and inviting playrooms. Children are provided with an extensive selection of accessible resources stored in low-level storage units within the enhanced free play areas established in all the rooms. They benefit from a good balance of free play and adult-directed activities that are skilfully planned and delivered to promote children's learning and development. Children's interests are skilfully used to create innovative play opportunities with staff using their knowledge and understanding of the Early Years Foundation Stage to ensure all the six areas of learning are met in these spontaneous learning opportunities. For example, a child dresses up as a bride and announces she is going to marry her friend. This promotes discussion about weddings, where they are held, what happens and what people wear. Children look at wedding photos, make invitations and re-enact a wedding complete with costumes and flowers. This takes all day as each activity leads to another as children's concentration and motivation is held by this interesting subject. Staff take photos which are displayed in the digital picture frame for parents to view when collecting the children.

Babies and toddlers enjoy numerous sensory experiences, such as playing with treasure baskets, coloured bottles and textured materials. They enjoy craft activities and discover a sense of self as they look at themselves in the large mirrors. They develop walking skills as they pull themselves to standing position and walk around the room holding onto the furniture. Children play with alternative materials in the sand tray, such as natural materials of bark and cork, feeling the different textures. Children move freely and confidently around each individual room. Toddlers enjoy mark making activities using pencils and paper and explore

musical interactive toys. Staff support children well in activities and challenge and reinforce learning, such as language skills, in activities. Older children learn effectively through everyday routines and activities. They become the helper of the day and set the tables, fill the water jugs and complete simple mathematical problems, such as calculating the number of chairs required and utensils for mealtimes. Children pour their own water or milk and serve themselves their lunch. Staff build on the initial information provided on registration by parents and through ongoing incidental and written observations assess children's achievements and individual development. Staff evaluate and monitor progress to identify the next steps in children's learning and future planning needs. Staff have an excellent understanding of how children learn and challenge and support children as they play.

Children develop an exceptional understanding of the importance of healthy living. They eat a balanced diet of freshly prepared meals cooked on site in the 'state of the art' kitchen and enjoy a selection of healthy snacks. Learning opportunities are used to introduce children to 'five a day' with the chef as he encourages children to look at how fresh fruit and vegetables build strong bones and help bodies to grow. Children enjoy outdoor activities in all weather conditions. They explore the learning orchard and use physical skills when using the climbing frames and slides. Children pedal bicycles competently around the quadrangle courtyard and construct using large coloured blocks. Children mark make using chalks on static blackboards and play games with staff using large coloured dominoes. Children begin to learn about difference and diversity. They celebrate different festivals that reflect their own and other cultures and access pictorial displays and resources. Children learn about good hygiene practices, such as cleaning teeth after meals, and follow the health and hygiene practices used by the staff.

Children's independence and self-help skills are effectively promoted in everyday routines and practices. The children are very well behaved. They learn manners and follow the role model set by staff who have high expectations of children's behaviour. Children experience positive attitudes and develop life skills in a homely well organised and maintained environment. Children learn to be considerate of others, helpful and kind and learn to share from an early age. They follow the staff instruction about keeping themselves safe when playing outside and during activities and through the many visits from people in the community, such as fire fighters and police.

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

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.