

Whytebeams Nursery School

Inspection report for early years provision

Unique reference number	125060
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Inspector	Gillian Cubitt
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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 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

Whytebeams Nursery School registered in 1995. It provides full day care for up to 46 children aged between the ages of two and five years. The nursery operates from a church hall in Purley Surrey. The nursery is close to main line stations and public transport. There are also local schools nearby. Children have the use of two halls and a secure garden area within the grounds of St. John the Baptist Catholic Church. There are two small steps that lead to the access of the main hall. There is a large car park.

The nursery is registered on the Early Years Register and there are currently 63 children on roll. The nursery operates for four days a week: Monday and Friday 09.00 to 12.00 and Tuesday and Thursday 09.00 to 12.00 and 12.00 to 15.00. The nursery is closed on Wednesdays.

There are 13 members of staff of whom 10 have a relevant childcare qualifications, one has a National Vocational Qualification (NVQ) at level 4 and one is working towards a NVQ at level 2 qualification in childcare.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children's welfare is highly supported using the outcomes for Every Child Matters; children's foundations in their early development and learning are equally supported. This is because each child's individuality is acknowledged by experienced and qualified staff who are passionate about helping them to learn and develop at their own pace. All staff contribute to an ongoing evaluation of the effectiveness of the nursery and this is further aided with the valued suggestions and support from parents and outside agencies. This open self-reflecting approach ensures children are happy and thrive in a stimulating well planned environment.

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 initial assessments of children when they join the nursery so starting points can be clearly identified linking into the knowledge from a range of adults, parents and/or other carers

The leadership and management of the early years provision

There are two very experienced leaders who organise and run the nursery with drive and enthusiasm. They are equally supported by a strong talented team who constantly seek training opportunities to improve their knowledge of childcare and education. All staff are included in evaluating the effectiveness of the nursery and

take responsibility to ensure children and parents receive a responsive service thus meeting the needs of all who attend. This is demonstrated by the overall major improvements that have been made since the last inspection.

All staff are thoroughly checked and there are rigorous systems in place to supervise visiting students and volunteers. Thorough induction and support systems ensure new staff know the procedures to safeguard and protect children. All policies and procedures are clearly written and are an effective aid to staff in their daily practice to support children's welfare. As a result all records relating to children's welfare, such as documenting accidents and medication are accurate and shared with parents. Staffing arrangements ensure children have continuity with a key person monitoring their progress as well as benefiting from a high ratio of staff to children. This allows children to play in areas of their choice in the spacious rooms and outside area with staff making effective use of portable intercom systems to ensure ratios are always maintained. Children's safety is further supported by systematically risk assessing all areas each day when they arrive at the community halls. Children's safety is paramount this is why children do not go on outings in large groups. As part of their risk assessment procedure staff occasionally go out in small groups with older children as part of children's individual learning. Mindful of the needs of all children the managers arrange for representatives from the community, such as police, firemen and librarians to visit regularly. The strong link with the community is further extended to involving the local schools. Open afternoons enable teachers to meet children and receive their progress files. This helps to smooth the transition for older children as they move into their Reception Year at school.

Parents speak very highly of the management at the nursery. Their views are sought and acted upon. The prospectus covers essential information about ethos and procedures. Information about children's likes and dislikes are obtained although the present format does not fully explore parent's knowledge of what their children understand when they start with the nursery. The key person however is very effective in keeping parents informed of their children's progress and the informal friendly approach enables parents to verbally share their knowledge of their children's strengths and weaknesses. Parents also benefit from having a 'Parent Coordinator' whose valuable role epitomises the community spirit of the nursery. She supports the staff by organising 'get together meals' and farm visits where children and parents enjoy mutual friendship in supporting their children.

The quality and standards of the early years provision

Children's early learning and development flourish during their time at the nursery. Through skilful, knowledgeable staff children become confident, independent and autonomous learners. Staff constantly observe and guide children in their learning using the guidance of the Early Years Foundation Stage. As a result children's next steps are clearly identified and plans put in place to ensure that these are achieved. Staff's robust systems of observation ensure that all children are included and key persons keep up to date with planning to meet the desired outcomes for each child. A particular strength of the nursery is the way staff work

together as a cohesive team to minimise risks and promote children's welfare in every way. All staff fully understand the procedures to safeguard children as well as making children aware of their own hygiene and personal needs to keep themselves healthy.

Children confidently introduce themselves. Their fluency in conversation is aided during social interaction with their peers as well as having excellent role play opportunities in many aspects of their everyday play. They create shoe shops and aeroplanes with simple props, such as tables and chairs. Staff enter the spirit of the play to engage children's imagination to extend their understanding of the practical activity. Outside, children dig for treasure and create their own 'tree house' working with spades, trowels and discovering natural resources from the garden area to aid their play. Staff constantly observe and challenge children's thinking so that they begin to solve tasks on their own. Children's love of books is actively encouraged. They have a large quantity of diverse books that are attractive and inform them of differences in others. Some books are presented in dual languages and staff involve parents who speak other languages to help with translations. French is also regularly spoken within the group where children are invited to sing songs and exchange in easy conversation. The nursery has a very high regard for acknowledging diversity through the resources they provide. Children with special educational needs or learning disabilities are quickly assessed and appropriate support given with liaison with parents and the local authority adviser.

Children benefit from having the use of extremely well designed and safe outside play area where they participate in an exciting range of activities. Children ride bikes under tyre bridges, climb and negotiate obstacle courses. Staff talk with children about the weather. They learn to protect themselves from the sun with appropriate clothing and cream and they begin to understand the power of wind. Staff ask children why the wind moves some objects and not others. Children's fascination for garden creatures is evident. This is helped as they learn to care for their pet giant African snail. They enjoy digging for worms and investigating them in more detail through a magnifying lens. Children are overjoyed when they find caterpillars and they feed them leaves, relating to the story of 'The Hungry Caterpillar'.

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.	2

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?	2

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