

Village Nursery

Inspection report for early years provision

Unique reference number EY225650
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Inspector Joanna Scott

Setting address Whiteley Village Cricket Club, Coombe Lane, Whiteley
Village, Walton On Thames, Surrey, KT12 4EL
Telephone number 01932 844671
Email other 01932 831713
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).

Description of the setting

Village Nursery is an established provision that was first registered in its current premises in 2003. It is privately run. It operates from the main clubroom of the cricket club within Whiteley Village. There is easy access into the building, which is all on one level with a gentle slope to the front door. This rural area is within easy driving distance of Weybridge, Walton-on-Thames and Hersham. Facilities include the main clubroom, reception area, toilets, a kitchen and a small enclosed area to the front of the building. The group also has access to large expanses of grassed area and woodlands, including a nature trail; all these areas are warden patrolled, but do not make up part of the registered premises. The group serves families from the local community and surrounding towns.

The group are registered on the Early Years Register to care for a maximum of 36 children, aged from two to five years. There are 49 children currently on roll, all in the early years age range. Of these, 26 receive funding for nursery education. Children attend for a variety of sessions. The group makes provision for children who speak English as an additional language, and those with learning difficulties and/or disabilities.

The group opens five days a week during school term times, and extend their day subject to demand. Children may attend from 08.30 to 14.30, with the core session hours being 09.15 to 12.00. Some children stay for lunch, and bring their own packed lunches. During the term of inspection afternoon sessions were running on Tuesday and Thursday.

There are seven members of staff who regularly work with the children, six of whom have a teaching, Montessori, or early years qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The children are happy and settled in this inclusive environment, and the staff ensure that their welfare and learning development needs are met. They have been proactive in implementing the Early Years Foundation Stage. The setting have been using their own systems for evaluation to drive improvement, and are reviewing ways to make this an ongoing process. The group have good relationships with parents and outside agencies.

What steps need to be taken to improve provision further?

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

- develop further the systems for self-evaluation to ensure that it is an ongoing process that continues to identify strengths and weaknesses across all areas of the provision, specifically in identifying training needs as early as possible when staff changes occur for those with specific responsibilities, and ensure that those areas already identified for development are addressed

- ensure any risk assessment takes full account of access to the changing rooms in the building, seeking advice from the local Fire Officer in relation to any action taken to secure doors

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

- ensure records are maintained regarding risk assessments, including those relating to taking children on outings within the village (Documentation)

06/03/2009

The leadership and management of the early years provision

The owner/manager and staff have reviewed the provision to highlight their main strengths and weaknesses. They have been supported with this by the local authority's early years advisors who have been actively involved in completing the Early Childhood Environment Rating Scale review. This has helped them evaluate areas for development, including better display of children's art work, purchasing some more information technology equipment for children to use, such as digital cameras, and providing books in children's home languages. Recommendations raised at the previous inspection have been fully addressed. A member of staff leaving has necessitated changes to specific areas of responsibility, namely the member of staff taking the lead in child protection. She has been unable to get onto training quickly to update her skills and knowledge. This has minimal impact because several staff have attended safeguarding training and there are clear procedures to follow should the group have a concern about a child. The owner has identified a formal system for appraisal that she is going to implement, this will help the setting identify training needs at the earliest opportunity. She is staggering first aid training so that there are always staff with up-to-date training on duty.

The staff team work highly efficiently together, they communicate well and are focused on all aspects of operation. Their quality interaction really supports children well as they play and learn. The setting have a proactive approach to involving parents in their children's learning. They send home individual development records each term, and ask parents to comment on how their children are doing. Policies and procedures are part of an annual review, and are displayed for parents. The staff give high regard to children's safety both on site and when taking children out into the village. They complete daily checks to ensure the premises are ready for the children before they arrive, and manage arrival and departure well to ensure security is maintained. Written risk assessments are in place for most areas but not all, which does not meet requirements. A door leading to an unused area of the building is not secured, but staff do supervise children well to ensure they do not leave the main areas.

The quality and standards of the early years provision

The children are confident. They enjoy warm relationships with their peers and the staff. They are greeted and welcomed warmly, they feel valued and part of the setting. Staff encouragement and praise helps them to feel good about themselves, and promotes their self-esteem well. They share, take turns and involve their friends in their play. The children behave well and staff help them to understand the rules of the group. Children are good listeners, they respond quickly to staff reminding them about 'walking feet' when they are in a hurry inside. The staff promote the children's independence very well. Children have visual displays which help them follow processes, such as snack time and accessing their own drinks throughout the session. They are prompted to clean their hands, use tools to serve their own tasty snacks, and wash their cups and plates. The children learn about good health. They understand that some foods are good for them and their snack time promotes this and children have opportunities to take part in growing activities too. The children have daily opportunities to be active, they play outside where they ride trikes and balance on low level stepping stones. Staff sometimes provide similar activities inside where children climb and balance and develop their gross motor skills. The staff regularly take children for walks in the village and they are learning about healthy diets and active lifestyles from an early age. The children are learning about safety. They have regular opportunities to practise responding to the fire buzzer in preparation for evacuation.

The children enjoy imaginative play, they spend extended periods in the home corner where they fill tea pots with water and pour out pretend tea for their friends. They choose outfits from the low level dressing-up rack, and mark make in diaries as they play. The children are making very good progress towards the early learning goals. There are daily opportunities to promote all areas of learning. Key staff plan individually for their own children, and take responsibility for completing observations and planning records. Staff are skilled at recognising children's interests and use these to promote learning, for example using cars for colour recognition. More advanced learners are finding out about shades of colours. The children are able to independently lead their learning and they self-select from a wide range of resources stored to be accessible. Children understand to look after the equipment, and they pack things away with care before moving onto their next games. Staff are vigilant, they move around with the children and help to extend their learning. For example, as a child plays with the dinosaurs a member of staff sits with him and encourages him to sort them into families, count them, recognise written numbers and add two groups of numbers together. Children are encouraged to recognise their own names as they register for snack time and find their own pegs. The children have a good understanding of sounds, and many opportunities to practise this with the staff as they play. Some children are confident with short word recognition. They are able to use the beginning, middle and end sounds in words. The children have a very good understanding about the natural world. They enjoy learning about pond life, going on a dinosaur trail where they use long pieces of string to measure how big the dinosaurs were, and learning about village life as they make a large map of the area. Children learn about the world more widely through topic work about countries and flags. They

enjoy making flags, each representing their own countries of origin, and making postcards to send to their friends. They learn about Asia using globes and maps, and find out about some of the animals to be found in that area of the world. These children are active and inquisitive learners.

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?	2
How well does the provision promote inclusive practice?	2
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?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 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.