

# Forest Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY245238
<b>Inspection date</b>	12/05/2009
<b>Inspector</b>	Charlotte Jenkin

<b>Setting address</b>	Forest Lane, Pewsham, Chippenham, Wiltshire, SN15 3QU
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<b>Type of setting</b>	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).

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

Forest Nursery opened in October 1995. The nursery operates from a purpose built facility. It is situated on the Pewsham estate, in Chippenham, Wiltshire. A maximum of 28 children under the age of eight years may attend the nursery at any one time. There are two playrooms, one upstairs for two-year-olds and one downstairs for children aged three and four years. The nursery is open from 08:30 to 17:30 hours, Monday to Friday for 49 weeks of the year. Children have access to an enclosed outdoor play area.

There are currently 65 children in the early years age range on roll. Of these 51 children receive funding for nursery education. Children come from the local area. The nursery supports children with learning difficulties/disabilities and children who speak English as an additional language. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs 13 staff, of whom ten work with the children. Ten of the staff hold appropriate early years qualifications. One member of staff is working towards a qualification. Several staff members are currently gaining further qualifications, including up to level 4 and 6.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children have their individual needs met in the provision by adults who value and respect them. They are very aware of children's backgrounds, help them feel part of the group and develop good levels of self-confidence. Children participate in a good balance of adult led and child initiated activities that help them make good progress towards the early learning goals in all areas of learning. Adults carry out ongoing evaluations of the provision, and identify areas for future development. They have the capacity to improve and have demonstrated this through improvements made since the last inspection.

## What steps need to be taken to improve provision further?

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

- ensure that all activities offered to children to promote their numeracy, literacy and pencil control skills are interesting, stimulating and based on their individual interests and abilities
- further develop support for children for whom English is an additional language by ensuring the environment reflects and celebrates the diversity of the languages used in their home life
- continue to observe children during their play and demonstrate what they know, understand and can do. Make sure observations are carried out in all six areas of learning

## **The leadership and management of the early years provision**

Children are cared for by suitable and well qualified adults. They are committed to improving the educational provision through gaining further professional qualifications and through attending regular training and development opportunities. This includes learning Makaton sign language to support children with learning disabilities. Adults gain good information from parents regarding their child's individual backgrounds and needs, hence, they are able to meet these and help children feel settled and at ease in their care. All policies and procedures are in place for the effective running of the provision. These are implemented consistently by staff and, hence, promote children's welfare in the provision. Most required documentation is kept on premises, is stored securely and is readily available for inspection.

Children benefit from the sound partnership with parents as information is gained regarding their care needs and these are respected and catered for. Parents receive good information regarding the nursery policies and procedures. They are kept up to date with current themes for learning through newsletters and have regular opportunities to discuss their child's progress. Contact books help keep parents updated with their child's learning and development and encourages parents to support this at home. Parents are involved in their child's learning as adults provide activities for them to do with their children at home, to support their learning further, including number, counting and shape recognition games. This helps children's all round development and ensures parents are aware of how their child is progressing.

Adults carry out ongoing evaluations of the provision, and identify some areas for future development. This has included introducing a creative resource trolley and this has resulted in children being more independent in selecting materials and resources for free craft. Outdoors has also been improved with more opportunities for children to plant and grow vegetables and flowers and in building with large equipment to improve their imagination. Adults act upon recommendations from inspection and from the local authority. Children, therefore, now have an awareness of the need to use and dispose of tissues in order to reduce the spread of infection. Behaviour management techniques are applied consistently and this helps children learn right from wrong.

## **The quality and standards of the early years provision**

Children are settled and happy in the nursery. They are keen to engage in the activities, both initiating their own play and participating in adult led activities, including the computer, sand play and going to the writing table to write postcards. Children sit and concentrate when appropriate, including during circle time. They confidently share personal experiences in a large group, where they talk with confidence to their peers and use a wide range of language. Children happily shared their experiences of a recent trip to Legoland, describing the boats they went on and how they steered them. When making postcards children talk about the holidays they have been on and other children ask questions, showing

interest in their peers. They draw pictures and confidently talk about what they are drawing. Adults support the children's learning well and ask questions to extend their thinking and learning. When talking about where children would like to go on holiday, one child decides they would like to go to Jamaica. When other children query where it is, adults get a globe and they find it together, and then talk about the transport they may use to get there. Children count with confidence and know how many objects there are when two groups are put together. When playing with the magnetic fruits, adults support children in counting groups of apples and oranges to make a total number.

Children demonstrate a sense of belonging in the provision, as they are aware of the routines, and know, for example, to stop what they are doing when adults clap their hands. Children join in with tidying up prior to snack and develop good levels of independence with regard to self-help skills. These include pouring their own drinks during the session, putting on their aprons and serving their vegetables at meal times. Children enjoy joining in with singing, doing the actions and showing confidence. Children then stand in front of the group and sing a solo, making choices about the songs they sing. They freely select materials from the creative trolley and use these to represent their own ideas through craft. Children participate in a good balance of adult led and child initiated activities that help them make good progress towards the early learning goals in all areas of learning. Although adults are skilled in providing good play opportunities to develop children's learning and skills, children engage daily in short activities to promote their numeracy, literacy and pencil control skills. These short activities are not interesting, stimulating or based on their individual interests and abilities. Adults observe the children at play, make written notes, take photographs of the children engaged in activities and keep examples of their work. These demonstrate children's achievements, although they are not detailed enough in showing what children know, understand and can do, nor give equal attention to all six areas of learning.

Children play in a bright and stimulating environment that is child orientated. They have access to a wide range of interesting toys and equipment that are stored at low level to encourage children to choose those they wish to play with. This encourages their independence and confidence.

Children have access to good quality resources and these are safe, suitable and age appropriate.

They are encouraged to feel proud of their achievements, with bright displays of their work around for them to share with their peers and parents. Children for whom English is an additional language have their development well supported in the provision. Adults liaise closely with parents regarding children's language development in their first language and gain simple words to use to help children feel welcome and secure in the group. Outside support is gained where necessary to ensure language development in English is fully monitored and supported. However, the environment does not reflect the diversity of the languages used in children's home life. Children with learning disabilities are included in the group and good support is given to them in line with other professionals working with them. All children are encouraged to respect one another and demonstrate this by all playing with one another and showing respect for peers.

The outdoor environment is well organised and offers children a range of experiences in most areas of learning. Children explore and use their senses, when growing herbs, vegetables and flowers. They investigate materials, including sand and soil and develop their awareness of nature. Children look at what happens when grass is covered and investigate the animals that live under the soil. They explore worms and slugs and other creatures. Children also make marks on the tarmac with large chalks, they listen to stories and use various tools and utensils to fill up and empty pots. Children move around with confidence and show a good awareness of space, themselves and others. They develop skills in throwing, catching and retrieving objects, including balls and beanbags. Children persevere in gaining new skills, including throwing a ball into a basketball hoop. They push and pull objects with ease and steer ride on toys independently, ensuring they do not hit obstacles. More able children ride tricycles and bicycles using the pedals. They develop a positive attitude towards physical activity through regular outdoor play and daily walks in the local environment. Children develop their awareness of healthy eating through the freshly cooked meals they enjoy in the provision, and snacks of fresh fruit daily. These encourage children to learn about the importance of a balanced and healthy diet. Children help themselves to drinks, and know the routine to follow in putting their dirty cups in the bowl provided. Adults sit and eat with the children at mealtimes, promoting this as a social time. They regularly engage in conversations regarding the food they are eating and how this benefits their growth. Children serve themselves their lunch and this helps them become confident in trying new foods. Children play in a safe environment free from risks as adults check and minimise risks to them daily. Adults have a good knowledge of child protection issues and of the procedures to follow if concerned about the welfare of a child. This demonstrates their commitment to safeguarding children. Children's behaviour is good. Adults are good role models to them and are consistent in their approach to managing children's behaviour. Children become confident in knowing right from wrong and learn to respect one another.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
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

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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