

# Dorchester Community Nursery School

Inspection report for early years provision

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<b>Unique reference number</b>	139333
<b>Inspection date</b>	27/02/2009
<b>Inspector</b>	Lorraine Sparey
<b>Setting address</b>	York Road, Dorchester, Dorset, DT1 1QA
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<b>Email</b>	
<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 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

Dorchester Community Nursery School was established 40 years ago and operates from a purpose built building, situated near the centre of the main town of Dorchester, Dorset. It is a community nursery supported by a management committee. The nursery has sole use of the premises and the accommodation comprises of an entrance hall, kitchen and office, a main play room, an adjoining smaller room, and toilet facilities for staff and children. There is a fully enclosed area for outside play, part of which is covered, and an enclosed garden which is used by the children for growing and planting. The premises are accessible to all.

The nursery is registered on the Early Years Register and a maximum of 32 children may attend at any one time. There are currently 55 children on roll and of these 44 are in receipt of nursery education funding. The nursery is open during term time only, Monday to Friday from 09.15 until 11.45 and from 13.00 until 15.30 on Monday, Tuesday, Wednesday and Friday afternoons. Lunch time sessions are usually offered in addition to the mornings.

A team of six staff work with the children, five of whom hold an early years qualification. The manager has a Foundation degree in Early Years. The Bursar/Nursery Assistant is a qualified primary teacher. The team are supported by a bursar and a cleaner and receive support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children flourish and thrive in the setting, their individual needs are exceptionally well met. Staff are highly skilled at enabling children to make rapid progress in their development and learning and staff have an exceptional commitment to inclusion. Children are extremely motivated and eager to participate in the extensive range of meaningful activities and play opportunities. Highly successful systems ensure that staff and the management committee constantly monitor and evaluate the provision to ensure they maintain a very high standard, promoting excellent 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:

- continue to develop ways of minimising risks in the garden with regard to plants and shrubs.

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

All staff are extremely enthusiastic and actively seek training opportunities to further enhance outcomes for children. For example, following their last inspection they were asked to consider increasing children's opportunities to solve mathematical problems through play and practical activities. Staff have attended training and the manager completed an in-depth project looking at how mark making and recording links to problem solving. As a result children's opportunities have been significantly increased. Staff have also recognised that they can extend children's language by sitting in small groups at snack time and encouraging children to talk about anything of interest to them. This has been particularly successful for children with English as an additional language, and those who have speech delay. Staff encourage and involve outside agencies in the setting. This is particularly effective for children who have additional needs. The setting has highly effective procedures to monitor and evaluate the whole provision. Staff meet on a regular basis during school holidays to critically evaluate the educational programme and welfare requirements to ensure that they are meeting children's individual needs and supporting families. The setting work closely with the local authority support workers and value their input through the annual audit and support visits where any feedback is welcomed. Action plans are devised to ensure that any suggestions or improvements are addressed. Strong links with local schools promote smooth transitions for the children from the setting into school. Children's interests and views are sought, and wherever possible their ideas are developed. For example, staff leave an area within the play room clear as a blank canvas for children to use as they would like. A child suggests making the area into a kitchen to enable him to pretend to be a chef, and staff support this.

The staff and the management committee truly value the parents and actively engage them in their child's learning. Staff have created a wealth of resources which parents can borrow, such as story boxes. These provide opportunities for parents to read and act out the story with the puppets. Parents feel that the staff are extremely supportive and workshops on the Early Years Foundation Stage framework provides opportunities for them to understand how the framework is used to support and promote their children's learning. They feel they have secure relationships with their child's key person enabling them to fully support their children in their learning. Parents are encouraged to be involved in library trips and this also provides an opportunity for extended family to be involved, such as grandparents who enjoy accompanying their grandchildren on the trips.

Staff are highly vigilant and are skilled at enabling children to safely explore the whole of the premises including the extensive outdoor area. Highly effective risk assessments enable staff to evaluate any potential risks to children and quickly alleviate these. However, an area staff are still working on to reduce the risk is the garden where there are large amounts of ivy and privet bushes. Children are safeguarded from harm and neglect because staff demonstrate very clear knowledge of potential signs and symptoms of abuse and highly effective procedures to follow in the event of a concern being raised. All staff regularly update their training to ensure their knowledge is secure.

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

Children relish their time in the setting. They are eager to come into the setting and quickly become engaged in meaningful play and learning opportunities. They self register finding their name and putting on their self portrait. Children are secure within the setting and this enables them to confidently participate in activities. A child invites a visitor to join them in their play. The child chooses to use hand bells to sound out children's and staff names, encouraging the visitor to guess whose name it is. Other children are purposefully engaged in well resourced role play area which is a shop. They write their lists, collect baskets and enjoy finding various vegetables before paying for them at the till. Staff are highly skilled at extending children's learning. For example, children show obvious interest when a large parcel arrives. Staff encourage them to open the parcel and talk about the water butt before enabling the children to erect it in the garden. This leads to a discussion about how the rain will get into the water butt. Children's physical development is exceptionally well supported. They are able to free flow between the play room and the outdoor area where staff have created a welcoming, innovative learning environment. Children excitedly participate in an activity with a parachute. They enjoy moving the parachute to try and get the balls off. They patiently wait their turn to run underneath and exchange places with their partner. Staff actively participate in the activity. Children talk about how their bodies change when they exercise and know the importance of having a drink after the activity to maintain their fluid levels.

Staff complete detailed observations which are used effectively to plan the next steps in their learning and development. Parents are encouraged to be involved in this process to maximise learning opportunities. Staff clearly know the children exceptionally well and tailor learning opportunities to enhance their progress. For example, a child is particularly interested in sounds and words. Staff provide an activity with letters and a wall mounted board on which the child enthusiastically creates words.

Children demonstrate excellent awareness of healthy lifestyles. They enthusiastically talk about healthy foods during snack time. Some children talk about healthy foods they have bought at the supermarket with their families, others enjoyed pointing to various posters and talking about the fruits and vegetables. Children follow very good hygiene routines and promote their own and others' health by blowing their own noses and disposing of the tissues hygienically. Children's behaviour is exemplary. They constantly consider the needs of others, share resources and are extremely polite. During snack time a child notices a visitor to the group is sitting on a small chair. They offer to exchange chairs because they recognize they are on a bigger chair, which would be more comfortable for the adult. Staff are exceptionally good at praising children for their kindness and achievements which enables children to quickly learn respect and how to value each other.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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.