

Robin Nursery School

Inspection report for early years provision

Unique reference number 151103
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Inspector Sylvia Dindar

Setting address Sway Youth Centre, Station Road, Sway, Lymington,
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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 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

Robin Nursery School is a committee run group and was re-established in 2001. It operates from a community building in the rural village of Sway, close to Lymington. Children attend from the local and surrounding area. The nursery uses one main room, kitchen and toilet facilities and an enclosed outside play area.

There are 20 children from two years to five years on roll. This includes 12 funded three year olds and three funded four year olds. The nursery is able to support children with special educational needs or English as an additional language. The nursery opens Monday to Friday 09:15 - 12:15 during the school term. Children may bring a packed lunch and stay until 12:45. Children attend for a variety of sessions.

The committee employ a qualified manager who is overall responsible for the day to day running of the group. In addition four staff work on a part-time basis with the children, three of whom have a recognised early years qualification. The nursery have made strong links with the local primary school and are supported by the local authority early years team. The nursery school is a registered charity.

Overall effectiveness of the early years provision

Children are making good progress in their development and learning. They participate in a broad range of activities and use a wide range of good quality materials both natural and man made to support their progress, however a free flow play system has not been fully developed. Staff implement appropriate procedures to ensure that individual children's needs are met. The management have implemented some systems to monitor and evaluate the provision. However, these are not yet fully developed.

What steps need to be taken to improve provision further?

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

- further develop the systems to monitor and evaluate the provision in order to reflect the view of all its users
- continue to develop the outdoor environment providing more choice for children to choose where they wish to play

The leadership and management of the early years provision

Children benefit because they are cared for by a trained and experienced team of child care practitioners. Good organisation and clear communication between staff means that staff are well deployed and as a result children's individual welfare and developmental needs are well met. Staff have embraced the changes brought about by the Early Years Foundation Stage and have begun to implement this

successfully. They have reviewed and updated the group's policies and procedures, ensuring they reflect changes in legislation, implementing these at all times and ensuring parents are aware of any changes. Staff have a clear understanding of the importance of keeping children safe and secure, providing a consistent approach for the children. Improvements have been made to the recruitment and appraisals systems these are now rigorously implemented and ensure all staff are suitable to work with the children. Children are never left unsupervised with any un-vetted persons.

The staff team regularly evaluate their practice and identify areas for improvement. For example, they are making good headways to improve the quality of outdoor play although free flow play is limited as the environment has not yet been fully developed. The nursery ask parent to comment on some areas of their provision for example, when they wish to bring about change. However, systems are not secure to ensure that their comments are included in the nurseries overall provision.

Ongoing risk assessments for the premises and outings ensure the children's safety is maintained at all times. Inclusion is promoted by the staff team through careful planning for one to one care and the environment is accessible on one level. Staff liaise fully with the child's parents and other professionals involved in their care, ensuring all children have the opportunities to reach their full potential. Parents state that staff are sensitive to their children's needs and good communication ensures that they are kept well informed of their child's development, they especially appreciate the time and care staff give to settle their children in.

Recommendations made at the last inspection have been addressed. For example, children are now provided with paper towels so that the risk of cross infection is minimised when washing their hands. Staff have attended training to improve their knowledge on exploratory and discovery play. As a result new resources have been purchased and networks set up to allow sharing of some of these resources. For example children are provided with increased opportunities to develop their skills in information and communication technology.

The quality and standards of the early years provision

Children enthusiastically enter the nursery and generally settle well. New children are well supported and arrangements are made so that they are able to feel secure and become integrated gently into the life of the nursery. Children are forming good relationships with the staff and children and make comments about missing their friends when they are absent. They enjoy a wide range of stimulating and interesting activities and have access to toys and equipment which support their individual learning and development. The home corner is changed regularly to ensure that children imagination is captured and that it reflects children's individual interests. When children have particularly enjoyed a theme the staff are careful not to change it too soon to allow for children to fully develop their play. A range of children's work is displayed and an area of interest and discover set up, photographs of important events in the child's life are displayed, for example when a new sibling is born.

Children learn about their own safety and that of others. For example, they are reminded to use the child size garden tools properly and be mindful not to swing them in case some one gets hurt. Staff supervise the children well and ensure their safety at all times. They are careful to monitor the arrival and departure times closely, ensuring children are unable to leave the premises unnoticed. Before going into the kitchen a member of staff reminds them of the rules, on arrival in the kitchen children are asked to recall the dangers of such things as a hot steaming kettle, hot cookers and sharp knives.

Children learn and understand the importance of keeping themselves healthy. A café style snack time allows the children to identify when they feel they need a snack and fresh drinking water is available through out the session. Children are offered a variety of snacks including fruit and vegetables and are encouraged to try new tastes. Children's independence is promoted as they help themselves and learn to pour their own drinks and clear away after themselves. Staff are fully aware of individual dietary needs. Children are learning how their body works and are aware of their bodily needs to keep themselves warm and dry when going to play outside. They understand how they need to have boots on to splash in the puddles.

The staff team are fully aware of child development and understand how to implement the Early Years Foundation Stage curriculum. All six areas of learning are covered through effective planning. Observations and clear communication between staff pays a key part and as a result staff are able to engage children interest and ideas and incorporate it into meaningful and worth while play experiences. Children's independence is fostered as they are encouraged to make their own decisions self selecting from the equipment and resources. Some adult-led activities ensure each area is covered with success, promoting an inclusive all round development opportunities for the children. Attractive profiles folder incorporate the children's learning journey. These clearly identify children's next steps and lead to children making good progress in their development in line with the early learning goals. A half termly meeting is organised with flexible times for parents to fit in with their working day. They are provided with a short but informative report covering their child development. Alongside this parents show they are comfortable within the setting as they casually chat to staff about their child when they drop off or collect their children. So both parties are well informed about the children progress.

The children enjoy regular opportunities to play indoors, outdoors and participate in local outings. For example, children have an annual trip to Lymington using the bus and the train and enjoy the many experiences this brings. For example, watching the changing scenery and as they arrive at the coast watching the boats going in and out of the harbour. They use the local church hall to put on their nativity play and invite the community to watch. Children enthusiastically use the many wheeled toys and move around with confidence and ease. For those children who do not care for this, staff provide them with eggs and spoons and children show increasing skill in controlling their body movement carefully so not to drop them. The small yard brushes are a great success and children splash in puddles and try to disburse the water sweeping it away. They observe how they have

made prints with their boots. Children are developing and interest in planting and growing using child size garden tools they keenly dig and explore the planting plot, recalling what they have grown and discuss the life cycle of plants.

Children enjoy a range of arts and crafts for example they practise their cutting and sticking skills as they make Chinese lanterns and decorate dragons. They learn about the different ways some cultures celebrate the New Year and about the different food diets that people have. They have easy access to paint and easels and freely express themselves. Children explore a range of sensory experiences, for example, lentils, sand, cooked and raw pasta. The staff encouraging the children to use their language skills to describe what they experience when touching and feeling. Children enjoy story time, eagerly predicting what will happen next in the story. Opportunities to develop writing skills are fully available throughout the session. For example, children write food order lists and then pretend to order it in the play kitchen. They pretend to use phones and record their messages. The children learn about sounds and letters through discussion and story time and the letter of the week and eagerly bring things in from home matched to this letter. They explore construction material using puzzles, bricks and many other interesting resources. A groups of children particularly like trains and cars and construct imaginative and complex track systems developing and changing their ideas as they progress. They learn to count through incidental activities as well as through rhymes, books and songs. Parents are encouraged to come into the setting and talk about the work that they do and children learn about their community. Children behave well as staff are good role models and treat them with respect. They use a consistent approach when reminding children of the rules and are careful always to follow this up with a reason so that children understand the reasons behind them.

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 B: the Childcare Register

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

The provider confirms that the requirements of the voluntary 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 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.