

Colehill Nursery

Inspection report for early years provision

Unique reference number EY296236
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Inspector Gail Robertson

Setting address Colehill County First School, Middlehill Road, Colehill,
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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).

Description of the setting

Colehill Nursery opened in 1997 and transferred to the current premises in 2004. The nursery is registered on the Early Years Register to care for 26 children aged two to under five years and operates from its own spacious playroom within the First School. The nursery benefits from having a wonderful, exploration and play area outside, which it shares with the First School reception children. The nursery serves the local and surrounding areas. There are currently 43 children aged from two to under five years on roll. This includes 27 funded three year olds and 7 funded four year olds. Children attend for a variety of sessions. The setting supports children with learning difficulties and disabilities and those for whom English is not their first language. The building is easily accessible for wheelchairs. The nursery has its own facilities for the disabled. The nursery opens five days per week in term time from 09:00 until 12:00. Additionally it is open in term time on Tuesday and Wednesday from 12:45 until 15:15. There are two full time and three part time staff, and a part time volunteer who work with the children. The four employees have early years qualifications to National Vocational Qualification (NVQ) at level two, three, and four, and the volunteer is currently working towards a recognised qualification. The setting receives excellent support from Dorset Sure Start and has exceptional links with the First School and other local schools including those in the private sector.

Overall effectiveness of the early years provision

Colehill Nursery School children are given an outstanding start to their learning journey because the staff have an excellent understanding of how very young children learn. They provide the children with exciting and stimulating activities that captures their interest, ensuring learning is fun and enjoyable. All children including those with learning difficulties and disabilities progress well and know what it is like to succeed. Staff care for all children exceptionally well and place a very strong emphasis on their safety and welfare. There is effective monitoring and reviewing because staff want only the best for all 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:

- continuing to build on the good self evaluation process to accurately judge the quality of the nursery provision
- further development of the wild garden area to encourage wild animals and insects such as hedgehogs and butterflies to further children's curiosity and knowledge

The leadership and management of the early years provision

The Manager of the nursery is an inspiration to all her staff. She and the senior early years practitioner are continually monitoring and reviewing what they offer the children and their practice to make sure improvements are made to benefit all children. The Manager knows the strengths and the areas she will develop in the future. She has just begun to use the Ofsted evaluation form and is working through the document with the staff and sharing this with the committee. Staff fully embraced the Early Years Foundation Stage documentation and requirements, preparing well before the starting date of 08 September. For example, they introduced children's learning diaries, now they fully value and respect parent's contributions that gives a complete picture of children's development. The Manager said 'I didn't realise how much parents wanted to be involved, they have been so supportive of this initiative'. Parents commented also on the value of the learning diaries and praised the staff for making a log of their child's progress and achievements. Staff work effectively and efficiently as a team guiding children and planning their next learning steps.

All the needs and interests of children are met in this high quality provision. This is an inclusive setting where children and adults are fully respected. After the last inspection, the staff and committee immediately addressed the three recommendations and they are now part of the nursery's procedures and practice.

The Manager is committed to improving her knowledge and that of her staff. She has gained the higher NVQ status for child development and care and is to undertake with the senior early years practitioner a foundation degree status for Early Years. The committee have actively supported their continuous development and learning. Every opportunity is exploited to further their knowledge. The committee and manager have a complete picture of the training taken by each staff member.

Children are well safeguarded because they are protected by thorough policies and procedures which the staff fully uphold and put into practice. For example, the provider has rigorous risk assessments to ensure children are safe when they go out for a walk into the forest or in the local area to post a letter. There is a daily list of safety checks including locking gates and checking the grassed areas for litter and other dangers. Children are expected to assist the adult in carrying out this task so they know they are safe.

There are excellent, comprehensive assessment procedures to ensure that all key workers know their children very well and build up that extra relationship with them. Staff have received training to make accurate observations of the children. They use this information most effectively to guide their planning in response to the child's next steps in learning and the child's interests. Parents are fully included in the assessment process and informed about their child's development and progress through informal and formal meetings. They reported that they particularly liked the photographic evidence of their children at work.

The partnership with parents and carers is outstanding. Parents feel confident that their contributions to their children's learning is valued and look forward to hearing and discussing the diaries with their child's key worker. The nursery has altered the opening hours after parents requested an earlier start and a later finish to the day. Parents appreciated the welcoming and approachable staff. There are outstanding links with the First School. The outdoor area is shared with the reception class and the nursery is invited into the school on many occasions. Children have little worry at transfer time as they are familiar with the school and its staff. There are also excellent links with other local schools, including the private sector who are funding equipment for the outdoor wildlife area.

All staff use the development matters in the Early Years Foundation Stage and the guidance in the nursery to provide high quality provision for all the children in their care. Children simply love coming here and they thrive in the care and devotion of the staff.

The quality and standards of the early years provision

All children are provided with an excellent range of activities to help them learn and develop. Children thoroughly enjoy these activities, as one said 'I love playing, I like the castle I have lots of things to do with me friends'. They quickly become absorbed in their learning and they progress rapidly. For example, when decorating their cut out Christmas tree they carefully stick on bows and glitter taking great care and attention to the detail. They do not stop until the tree is to their satisfaction and then go on to share their work with their friends telling them what and how they made the finished tree. Children rise to the praise given them by the staff for their 'good job done'. There is a good balance between child initiated and adult lead activities. Planning of the daily programme is flexible so that staff can respond to children's ideas and interests but it is always firmly based on what children can do and the next learning steps. There is a strong emphasis on ensuring that practice is inclusive for all families. Parents and children are consulted when staff plan ideas for a new topic. All these ideas are incorporated in the final programme of learning. Staff ensure that all the curriculum requirements are covered. There is great attention paid to the outdoor learning which children love. There are areas for quiet learning and one for more boisterous physical activity. The fenced off wild area is where children learn to grow their own vegetables in the spring and summer. They have made a book of the vegetables and what they did once they were ready to be picked. There are plans to develop part of this area for increasing children's knowledge about birds and their habitats but not for wild small animals such as hedgehogs or insects such as the butterfly.

The welfare of the children is of paramount importance to the staff. Snack time is used not only as a time to learn about healthy eating and hygiene but also a time to try food from other countries and to learn to count and recognise words and sounds. Children help to create a safe and welcoming place as they are part of the safety routine, assisting staff to check and record the daily risk check list. They are clear about how to take care of themselves and each other. They confidently climb, run and jump and engage in a range of creative activities and use their imagination in activities such as in the role play area pretending it is Christmas

morning. They paint, stick, mould clay and use the glitter to add some shine and sparkle. Through these creative activities children are able to express themselves confidently and colourfully. They learn about people who will play an important part in their life, for instance, they have had talks from doctors, firemen, policemen and many more.

Children are happy and contented here. They have a great start to their school life and their learning journey. There are many magical, wow moments for them in Colehill Nursery.

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.	1

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?	2
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?	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

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 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.