

Lenham Nursery School

Inspection report for early years provision

Unique reference number	127314
Inspection date	16/01/2009
Inspector	Carol Vant
Setting address	Lenham County Primary School, Ham Lane, Lenham, Maidstone, Kent, ME17 2QG
Telephone number	07967128056
Email	
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

Lenham Nursery School is a committee run group. It opened in 1992 and operates predominantly from one room and an annex within Lenham County Primary School. It has its own cloakroom facilities, a kitchen area, use of the schools creative area, TV room, hall and the playground and playing field. All children share access to a secure enclosed safe surfaced outdoor play area solely for their use. It is situated in a residential area within walking distance of Lenham village. Children attend from Lenham and surrounding villages. A maximum of 20 children may attend the nursery at any one time. There are 54 children on roll, 19 are aged two to three years and 35 are from three years to the end of the EYFS. The nursery is open each weekday from 08:30 to 15:30 school term time only. Most children attend on a sessional basis. Children may stay for a hot school lunch. The nursery employs nine members of staff. Of these, seven hold appropriate early years qualifications and two are working towards a qualification. Disabled access is via a ramp into the reception area or through the primary school. The nursery is on the Early Years Register, the Compulsory Childcare Register and the Voluntary Childcare Register.

Overall effectiveness of the early years provision

Overall effectiveness is outstanding. The very committed manager leads a dedicated, well-qualified team who provide children with a very welcoming, clean, safe environment where they are given a wide range of challenging play and learning opportunities across all areas of learning. Children enjoy themselves and all make as much progress as they are able, although outside they could be encouraged to play together more. The setting is fully inclusive and makes exceptional efforts to ensure that all parents are fully involved in the learning and development of their children. The setting evaluates its provision rigorously and has the ability to sustain high levels of continuous improvement. Staff development linked to improving the welfare of the children and improving their learning and development experiences is viewed as being extremely important.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving the social interactions during outdoor play by encouraging small groups of children to participate in collaborative activities

The leadership and management of the early years provision

Leadership and management of Lenham Nursery School is outstanding. The extremely, capable manager and her well qualified team have a shared understanding that quality improvement must be a continuous process focused on

achieving the very best outcomes for the children who attend the setting. They strive to ensure that children receive the best quality provision by ruthlessly examining what they do and endeavouring to improve it. Staff, parents and the children are all involved in the process. Once areas for improvement are recognized, prompt action ensures that improvement is rapid. All safeguarding policies are in place and have been reviewed and updated in line with Statutory Early Years Standards. The setting has meticulous routines and procedures in place, based on these policies, so that children play and relax safely in a very clean environment, both inside and outside.

The setting recognises the importance of involving parents fully in what it does and takes their views very seriously when planning to meet the needs of their children. Parents are kept fully informed about their children's learning, development and welfare in a wide variety of ways, including daily contact books, the termly Lenham Nursery News and a slide show of daily activities displayed on the monitor in the reception area. Detailed records of children's progress are available to their parents at all times and they are given a portfolio of their time at the nursery at a graduation ceremony when they leave to move on to the next stage of their education. Long term planning is based on seasons and festivals. Daily planning, linked to this, is detailed and closely tailored to meet the needs of all children whilst simultaneously taking account of individual preferences. The setting fully embraces the philosophy that each child is unique and, by well planned observations of the children at play and by listening to their parents, they offer each child play opportunities. These take account of their likes, dislikes and interests, as well as including learning experiences to widen their experiences and move their learning and development to the next stage.

Good relationships with external agencies ensure that any children and their families, who may need additional support, receive the help they need. Very strong links with the primary school ensure that children feel comfortable and confident when they move on to the next stage of their education.

The quality and standards of the early years provision

The quality and standards of the early years provision is outstanding. The nursery provides a bright, welcoming and stimulating environment where children develop good social skills as they play calmly, happily and purposefully, independently and collaboratively. Staff have a complete understanding of children's development and fully embrace the Every Child Matters agenda and the Early Years Foundation Stage principles. Staff ratios ensure that children get help when they need it. The attractive selection of age appropriate resources is well chosen and easily accessible to the children, encouraging independence and self-selection. They enjoy a wide range of stimulating play opportunities across all six areas of learning and make as much progress as they are able. This is due to the excellent support that the staff give them, encouraging them, developing their self-confidence and using effective questioning to extend their thinking and exploration of the environment, both inside and out. Staff work very effectively as a team and know all the children very well. Observations of children's play are purposeful and build up a detailed picture of the child's preferences and progress that is routinely

recorded in individual children's records.

The setting regards the outside area as an extension of the learning environment and supplements the resources in the outside area according to the learning goals and the planned play opportunities. Even though everybody enjoys using these facilities more children could be encouraged to play together in small groups. Water is available to the children at all times. Allergies and diet differences are given careful consideration when the children are introduced to new foods. At lunchtimes, children and staff enjoy meals together so that children develop good social skills and learn about healthy eating while enjoying nutritious, healthy food.

Children are taught to wash their hands, before eating and after toileting. Very meticulous hygiene routines prevent infection and ensure a very clean environment. Children are taught how to stay safe, including rehearsing road crossing using child-sized road signs supported by the Community Warden.

The setting teaches children about other cultures and religions by careful planning of play opportunities and resources, so that the children embrace diversity at this early age. When children learnt about the Hindu festival of Sankranthi, they particularly enjoyed eating Indian food.

The nursery makes very good use of computers and digital cameras to enhance children's learning. A group of children were able to use a mouse to select a computer programme to run it and enjoy it independently. All this is preparing them extremely well for their move to the next school.

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?	1
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 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 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.