

# Stow-On-The-Wold Nursery

Inspection report for early years provision

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**Unique reference number** EY340957  
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**Inspector** Gail Robertson

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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 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

Stow-on-the-Wold Nursery opened in 2007 and operates from purpose built premises within the grounds of Stow on the Wold Primary School, Gloucestershire. The nursery serves the local town and surrounding village communities. Children attending the nursery have use of a playroom with direct access to an enclosed outdoor play area with both grassed and hard play surfaces. In addition, the nursery has use of the school play facilities on the adjacent playground and field. There is easy access for wheelchair users and disabled facilities inside.

The nursery is registered on the Early Years Register to provide care for a maximum of 26 children at any one time. At present there are 24 children on roll, 21 of whom are in receipt of nursery education funding. Children attend for a variety of sessions. The nursery operates during school terms from 09.00 to 12.00 each weekday with extended sessions on Tuesdays and Thursdays when children may stay for lunch and continue for an afternoon session until 15.00. The nursery supports children with learning difficulties and disabilities. There are no children at present, for whom English is not their first language.

The nursery is managed by a voluntary committee of school governors, local health workers and parents. The manager is a Montessori trained teacher who has also gained higher qualification in the education field and the Early Years Professional status. The nursery employs three staff members, two of whom are qualified in childcare, education and teaching and the third is working towards a qualification in child care. The nursery receives support from the Local Authority and from the adjoining primary school.

## Overall effectiveness of the early years provision

Overall, the quality of provision is good. Stow on the Wold nursery is a good nursery. It gives the children a good start to their learning journey. Staff provide the children with interesting activities and makes learning fun and pleasurable. 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. The nursery has good capacity for improvement through its monitoring and reviewing. There are outstanding relationships with parents. One reported 'This nursery is brilliant and the manager is fantastic what she does for the kids is terrific'.

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

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

- continue to develop the Children's Learning Journeys to show how well children are progressing and developing across all the six areas of learning
- involve all stake holders in writing the self evaluation form
- make the outside environment as exciting and stimulating as inside

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

The manager of the nursery is an inspiration to all her staff. She and the committee regularly monitor and review what is offered in the nursery to make sure improvements benefit all children. The manager knows the strengths and the areas to develop in the nursery. She has made a flying start using Ofsted evaluation form. At present the work is all hers, she has not yet involved staff, committee, parents or children. It is her aim to do so in the near future. This is an inclusive setting where children and adults are respected and valued. Children with special educational needs are well supported by caring, patient and knowledgeable staff.

Staff fully embraced the Early Years Foundation Stage documentation and requirements, and attended many courses to prepare well before the starting date of September 2008. For example, the setting has introduced the learning journeys by adapting what they had before the introduction of the new orders. Consolidating this process forms part of future planning. Parents commented on the value of these learning journeys and know that they can contribute to them by filling in 'WOW' vouchers. One parent was so proud to tell the staff that her child had walked all the way to school and she wanted to fill in a voucher for this milestone in her child's development. Parents also liked the key worker system. Staff work effectively and efficiently as a team guiding children and planning their next learning steps through activities that will interest them.

The manager is committed to improving her knowledge and that of her staff. The committee has actively supported staff's continuous development and learning. The setting welcomes students from the local college and gives them every assistance in their learning. The committee and manager have a complete picture of the training taken by each staff member. The adjoining school is a great support for the learning of new ideas and practices.

Children are exceptionally 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 cover daily and longer term risks to the children and adults. Children are involved in checking the outdoor environment and so learn to keep themselves safe and free from harm. They know and parents know that the safety and welfare of children has the highest priority.

The partnership with parents and carers is outstanding. Parents feel confident that their contributions to their children's learning are valued and look forward to hearing and discussing through informal discussions how their child is progressing. One parent commented that she missed her time and was so disappointed but the manager is going to give her another time and she couldn't wait. Parents appreciate the welcoming and approachable staff. They felt fully informed about the daily programmes and what their child is learning. There are outstanding links with the primary school, the headteacher is on the management committee and carries out the nursery managers appraisal. The nursery has the sole use of the school's adventure area when not in school use and children visit the school on

many occasions, consequently children have little worry at transfer time because they are familiar with the school and its staff. There are also growing links with other providers and the nursery is looking forward to building up relationships with the newly opened Children's Centre.

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

All children are provided with a wide range of activities and experiences to help them learn and develop. Children really enjoy these activities, as one said 'Have you come to see me play I love playing with all the toys and sand and outside' They quickly become absorbed in their learning and they progress rapidly. For example, when learning about their sense of smell they learn to recognise the aroma of chocolate, lemon, ginger and peppermint and decide which one they like best. They concentrate hard and remember the different smell for when they take their work home. One greeted her mother with 'My favourite is ginger and chocolate.' 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 and they learn to become independent. 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. The children were fully involved in the setting up of the role play hospital. They informed staff what they would like to see in there and staff responded by ensuring their requests were met. Children loved taking care of each other, giving the dolls medication and writing prescriptions.

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 make sure all the curriculum requirements are covered through the six areas of learning. The outdoor area has been adapted due to the building of the Children's Centre, at present there is no awning to protect children from the sun or where they can play if it is wet. Staff are aware of this and they put up a gazebo when necessary. Although the six areas of learning are represented learning here is not as stimulating and interesting as in the classroom. At present there is no growing garden for children to dig and care for plants. The children made birdie cake during the very cold period and they watched and matched the birds that came to eat with those on the bird poster. All children love books and from them entering until leaving, girls and boys were observed pouring over pictures in the books and listening to staff read them familiar and new stories. Staff encourage children to turn the pages and join in the reading if they would like to. They concentrate and listen well.

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, to learn to count and recognise words and sounds. For example for Red Nose Day children will experience the taste of red food such as red apples, red peppers and tomatoes. Children help to create a safe and welcoming place as they are part of the safety routine, assisting staff to check the outdoor area. They are clear about how to take care of themselves and each other and behave very well

indeed. They confidently run, negotiate obstacles when on the trikes, jump and engage in a range of creative activities and use their imagination in activities such as in the role play area pretending they are ill or the nurse putting patients to bed. They paint, stick, and cut to make interesting pictures that staff then mount and proudly display on the classroom walls. Through these creative activities children are able to express themselves colourfully. They learn about people who will play an important part in their life for instance, the people who help to make them better when they are ill. Children are happy here. They have a good start to their school life and their learning journey.

## 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?	1
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?	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>	2
<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?	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

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