

Frodsham Weaver Vale Nursery School

Inspection report for early years provision

Unique reference number

EY385530

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Inspector

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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

Frodsham Weaver Vale Nursery School was registered in 2008. The setting is managed by the Governing Body of Frodsham Weaver Vale Primary School and operates within the foundation stage part of the school. There are secure areas available for outdoor play. A maximum of 20 pre-school children aged two to four years may attend the setting at any one time. It is open five days a week during term time. Children attend from the local community and surrounding areas.

There are currently 34 children on roll aged from two to four years. All of these are within the Early Years Foundation Stage (EYFS). The setting receives funding for nursery education. The setting supports children with learning difficulties and disabilities and also supports children who speak English as an additional language.

The setting employs five members of staff including the manager. The manager has Qualified Teacher Status. Three staff are qualified to level 3 in early years and the remaining member of staff is working towards a recognised early years qualification. The setting receives support from the local authority early years advisory team.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting meets individual children's needs well and successfully works seamlessly with the reception class, under one manager. Key worker partnerships with parents and carers are strong and each child makes good progress overall. There are excellent opportunities to gain in independence and social skills and opportunities for child-initiated play and outdoor activity are superb. As a result, children's health is outstanding. Policies and procedures are effective and inclusive. Continuous evaluation and planning for improvement takes place based mostly upon the government's Every Child Matters outcomes for children agenda.

What steps need to be taken to improve provision further?

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

- clearly establish children's starting points with parents' help and make periodic summative assessments so that children's key workers and their parents know about children's overall progress in the six areas and the priorities for their individual next steps
- ensure that risk assessments identify areas that need to be checked regularly and by whom they are checked and ensure that fire evacuations are practised often enough for all children to be familiar with what to do
- extend the use of low level displays and pictures to support children's sense of belonging and their understanding of daily routines, letter, number, diverse cultures and communities.

The leadership and management of the early years provision

All adults are motivated to review their service and make continuous improvements. They attend regular relevant professional training and meet together daily to review the success of the day's activities and make plans which build upon children's current interests. This ensures that children's enthusiasm is capitalised upon and that individual children's needs are known and met. Staff and managers make good use of quality assurance materials which aim to continuously improve children's health, safety, enjoyment, achievement, ability to make a contribution, independence and competence. They have developed regular use of the outdoors for choices in all areas of learning and have introduced a simple routine which maximises activity time and involves children and adults together in all aspects of the day, so that waiting and boredom are eradicated.

Managers have produced policies set out under the same categories as the welfare requirements of the EYFS and make these available to parents onsite. Accident, medication, incident and parental consent systems are working well to ensure that children are safe. For example, good communication with parents and the obtaining of written consents for sun cream application means that children have hats and cream on for safely spending extended time outside. Similarly, consents and explanations for the use of photographs allows children's activities and development to be shown in a lively pictorial format both in the setting and in individual records without compromising the safeguarding of children. However, risk assessments are not being used day-to-day to assure the safety of the setting and evacuation practises only take place twice a year. This is because these aspects are operating to the school procedures.

The setting prospectus already explains the ethos of learning through play and experiences, but is being updated to make it more easily understood by all. The setting participates in local community initiatives, including cooperation with the nearby children's centre, so that children and families benefit as much as possible from funding, resources and consistent care and support. Staff and children from both reception class and nursery spend activity time together. This is successfully assisting each child to make progress because key workers capitalise upon the example of older children and stretch each child to take the next steps in their learning. The learning environment is well set out with a wealth of accessible materials which children can use in whatever way they choose. However, there is low level space which is under-used for information and reference points about letters, numbers, diverse cultures, disabilities or the routines of the day.

Parents are included well through a daily warm welcome, information boards, newsletters and interviews with their child's key worker to discuss progress. Staff make time to listen to parents and arrange the routine to maximise time with their key children. However, staff lunch breaks mean that some parents do not see their child's key worker for daily feedback. Nevertheless, parents feel well informed about what their child has been doing and achieving because they have free access to displayed observation notes and accessible files about their child. They

value the input of staff in helping their children make good progress and settle easily into the school.

The quality and standards of the early years provision

The provision helps children to make good progress and have very positive attitudes to learning. This is because a strong sense of belonging is promoted, resources are easy to find and use, and there is ample time to choose, set up, explore and use materials in diverse ways. Children are interested, confident, highly independent and competent because staff support them to follow their interests and take part in all the routines of the day. For example, as children arrive, they help to choose the paint colours and fill the pots ready to use and they decide what colour glitter to add to the water tray. At group time they sing a greeting to one another, come to the front, use the microphone and put their name card onto the board.

Display space, equipment and resources are stimulating and accessible, both indoors and outdoors, and there is a good balance of child-initiated and adult-planned activity. For example, children play outside deciding to construct ball runs with the guttering and crates, paint and clean down the play area with water, and play a group game of 'duck, duck goose' with their friends from reception class. Staff assist and observe them, talking to them about their choices and what they are finding out and helping to develop each child's knowledge and understanding. Adult-planned activity takes place in key worker groups, ensuring that time is not wasted waiting for snacks or going to wash hands. For example, one group completes puzzles and constructions, while a second plays a memory game and a third group prepares the snack.

Staff use their knowledge of children's current observed interests to plan some of the day's activities. For example, the ball magnets are put in the water tray and various glue sticks and tape are made available because children are interested in things that stick. A number of children go all around the indoor and outdoor space seeing what the magnetic balls stick to as well as seeing how far the line of balls will go. Others make masks with the tape and glue sticks, developing their creative and small motor dexterity. Children who are confident with their pencil skills choose to practise writing their name on the things they make, while others enjoy choosing stories to be read to them.

All the areas of learning are provided throughout the play, experiences and routines of the day. Key workers know and observe their key children well, photographing and noting evidence of each one's progress as it happens. However, initial assessments are not conducted to assist key workers in promptly focussing on what a child needs to learn when they first start. Regular summary assessments are not conducted to gain an overview of children's progress over a period of time. As a result, clear plans for each child are not available for use or sharing with parents. Nevertheless, staff praise and promote children's progress and provide good input to children with particular language or developmental needs. However, the achievements of quieter children are occasionally missed when more demanding children are being attended to.

Staff input is best in teaching children independence skills through the routines of the day. For example, small groups wash and dry their hands because they are preparing the snack for the whole group. They cut the cartons of milk and pour them into jugs for each table. Then they peel oranges into segments and put them into pots. They work out how many cups and plates they need for their table and afterwards pack away everything and clean the tables. Staff take time to rehearse good table manners and reasons for good hygiene as well as weaving in discussion about healthy living, problem solving and numeracy. As a result, children have an excellent understanding of how to adopt a healthy and helpful lifestyle and are developing outstanding skills for their future well-being.

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?	1
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?	1

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