

Oswestry School Prepcare Nursery

Inspection report for early years provision

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EY381866

Inspection date

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Inspector

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Setting address

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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).

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

Oswestry School Prepcare Nursery is one of two nurseries run by Prepcare LLP. It opened in a newly renovated building in 2008. It is situated in the town of Oswestry, North Shropshire and serves the local and surrounding areas. There is an outdoor play area.

The nursery is registered on the Early Years Register. There are currently 80 children from babies to under eight years old on roll. Children attend for a variety of sessions. The nursery supports children with special needs and those children who speak English as an additional language. The nursery opens five days a week from 08:00 to 18:00 and is open all year round.

Nineteen members of staff work with the children. Of these, fifteen have early years qualifications to NVQ Level 2 or 3 or above. Currently, there are four members of staff working towards a recognised early years qualification. The pre-school receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the effectiveness of the early years provision is good. The staff foster positive relationships with parents, carers and other providers of the Early Years Foundation Stage (EYFS) to ensure inclusion and that the individual needs of every child are identified and met. The indoor and outdoor areas provide a good range of opportunities for children to learn and develop. The nursery shows a sound commitment to improving the provision for all children on an ongoing basis. There are good systems in place to monitor and evaluate the provision and the capacity to make further improvement is also good.

What steps need to be taken to improve provision further?

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

- promote the good health of children ensuring hygiene procedures are implemented following outdoor play.

The leadership and management of the early years provision

The leadership and management of the nursery is good. The staff provide a warm and caring environment for all children and their parents and carers. There are close relationships between the staff and parents and carers which ensures the needs of all children are met. Staff also liaise with other providers of the Early Years Foundation Stage (EYFS) which promotes inclusion. There are positive relationships between the staff and management, who work very well together to ensure children have a positive experience at the nursery. There are systems in place to monitor and evaluate the quality of the provision. The systems include

input from the parents, children and staff. Systems also outlines the strengths and all areas for further improvement. The capacity to make further improvement on an ongoing basis is strong.

Staff ensure the children's safety and welfare at all times. The risk assessment procedure includes areas, equipment and toys. The procedures also include all outings involving the children. The children are well protected because staff undertake safeguarding training and are aware of the procedures to be followed. Staff ensure hygiene procedures are implemented. However, at times, children do not always wash their hands following outdoor play, which may possibly compromise their health.

The partnerships with parents are strong. Parents have free access to their child's learning and development files which provide parents with information about children's observations and their ongoing progression. This is further supported through daily written and verbal exchanges of information between the parents and the child's key worker. Parents also have free access to the setting's policies and procedures at all times.

The quality and standards of the early years provision

Children find out about their environment, identifying features and noticing the natural world. For example, older children enjoy regular visits to the Forest School where they learn about the natural world around them, looking at the plant life and insects and their habitats. Younger children also enjoy looking at wildlife and plants such as snowdrops and crocuses through local outings with their key workers. Other outings enjoyed by the children include visits to the library to choose books to take back to the nursery, the shops to buy ingredients for baking and also visits to Chirk Castle where they learn about historical buildings. The children enjoy regular visits to the local park and the soft play barn where they practice their climbing and balance skills. Children of all ages enjoy outdoor play where they can ride their trikes, kick or throw the balls and enjoy the fresh air with their peers.

The children are beginning to recognise the importance of keeping healthy and those things that contribute to this. They are provided with a healthy diet which includes meat, fish, vegetables, pasta and a range of fruit for snack time. The children learn about a healthy lifestyle as they talk about the benefits of eating healthy foods and why they need to be physically active. Children learn about the importance of good hygiene procedures through routines and know to wash their hands after visiting the toilet and before they eat. Children are beginning to learn about personal safety. They are all involved in the fire evacuation procedures of the setting. Also, children learn how to cross the road safely when on outings, closely supervised by the staff. Visitors are also used as a resource to extend children's learning about safety. For example, fire and police officers visit the children to talk to them about keeping themselves safe.

Children are beginning to use technology and use information and communication technology to support their learning. For example, children enjoy playing with

remote controlled toys. Older children enjoy using the computer to support their learning. They use a range of suitable programmes which supports their problem solving skills. Children say and use numbers in familiar contexts. For example, they count how many children are sat around the table and how many children are in attendance during circle time.

They are beginning to form good relationships with their peers and the adults around them. For example, babies are supported well by the staff as they sit and play with them on the floor, ensuring their needs are met at all times. Children enjoy being involved in tidy up time, working with their peers to clear away the toys. The children are well behaved and have a sound regard for one another and the adults around them. They enjoy praise and confidently seek this from the adults. Children's art work and photographs are displayed in all areas which fosters their sense of belonging very well. The children are independent and make their own choices about what they want to do. They access the resources easily because they are low reach and accessible to them at all times.

Children explore colour, texture, shape and form in two and three dimensions. They mix paints with brushes, their hands and their feet to create their own pictures. Younger children enjoy mark making with crayons and older more able children are beginning to write their own name on their work. Children also enjoy exploring their senses as they move their hands around shaving foam, gloop and cooked spaghetti, noticing how the various mediums feel. The children enjoy creating work to display or take home using glue and a range of resources such as wool, tissues and glitter. They enjoy sharing time with their peers listening to stories and reading books in the quiet corner. Their imagination is further fostered as they dress up and sing rhymes and dance to music tapes with their peers and the adults. Visitors come into the nursery to encourage the children to explore music and movement. This includes a Bangra Dancer who uses the session to encourage children to listen to a range of music, watch the dancing and to also learn about various foods from around the world.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They play with a range of resources that reflect positive images of diversity. This includes reading story and reference books and playing with dolls and small world people depicting various cultures and people with disabilities. The children also explore a range of festivals throughout the calendar year. For example, during Diwali children look at Rangoli patterns and enjoy listening to stories and reading books about the festival. They also enjoy exploring St David's Day and Easter through arts and crafts and story time.

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