

New House Nursery School

Inspection report for early years provision

Unique reference number 127403
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Inspector Karen Scott

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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

New House Nursery School is a privately owned nursery. It opened in 1986 and operates from three purpose built rooms on the ground floor of a house. Children have access to an enclosed outdoor play area. The nursery is situated on the outskirts of Canterbury. It is open each weekday from 08.00 to 18.00 for 50 weeks of the year. The nursery has pet rabbits.

The nursery is registered on the Early Years Register. A maximum of 55 children may attend the nursery at any one time. There are currently 90 children aged from two to under five years on roll, some in part-time places. The nursery also offers care to children aged over five years to eight years. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery currently supports a number of children with learning difficulties and/or disabilities and a number of children who speak English as an additional language.

There are eleven members of staff working with the children, all of whom hold appropriate early years qualifications to at least NVQ level 2. The nursery provides funded early education for three and four-year-olds. The setting receives support from the Local Authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are independent learners that benefit from staff support, input and interest. Children are valued as individual learners and staff work with parents and others to ensure that all children are included and their needs met. Parents are valued and partnership with them is strong. The nursery has an utmost commitment to continually monitoring, evaluating and further improving their practice in order to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to raise children's awareness of diversity within society through resources and activities taking into consideration the cultural diversity of the children attending the nursery.

The leadership and management of the early years provision

Staff attend regular training sessions cascading information to their colleagues in order that they keep themselves well-informed about current childcare practices. They liaise with other settings using examples of good practice to enhance their own setting. A thorough induction process helps new staff to understand their roles and to meet the needs of the children. Children benefit from being cared for

by ample staff and good procedures are in place to cover staff absenteeism. Staff work together to evaluate the care and learning that children receive. A realistic and honest evaluation of their setting helps them to think about and implement any changes to bring about improvement. Recommendations made at the last inspection have been acted on. For example, the nursery was asked to consider extending the opportunities for children's free play. Children make choices about what they play with throughout the day and about whether they wish to play indoors or outdoors. They benefit from participating in a range of adult and child-led activities and are confident, independent learners. Changes implemented are reviewed at regular intervals to check on progression. The nursery involves parents and carers in evaluation as they value their input. Staff ensure that parents and carers are kept well-informed about their child's session at the nursery by making time to talk with them at the beginning or end of each session. Notice boards supply parents and carers with further helpful information and they see lots of photographs of their children at play. Parents receive termly reports which detail their children's progression through the Early Years Foundation Stage and these are a valuable source of information for them. They are welcome to look at their children's portfolios whenever they wish and are also invited to open days to offer them further opportunities to look around the nursery, look at their children's records and talk to staff. The nursery involves parents by asking them to contribute to the themes of the nursery and keep them aware of what is happening through regular newsletters. Parents and carers are very happy with the care that their children receive. They feel informed and empowered to add to their children's development, working with staff to meet their children's individual needs.

Staff have a good understanding of the signs and symptoms of child abuse and the procedures to follow should they have any concerns about a child in their care. They understand their role in the protection of children and share this with parents and carers. Staff know where to access helpful information should they require it and overall the setting is working towards safeguarding children from harm.

The quality and standards of the early years provision

Children enjoy their play in a safe and secure environment. Regular risk assessments of the indoors and outside areas are undertaken and steps taken to minimise risks to children. The front door is locked and at dropping off and collecting times a senior member of staff stands at the door to ensure that unknown visitors do not enter the nursery. A record of visitors to the nursery is kept and procedures are in place to ensure that children are collected by the correct people. Children learn about keeping safe. For example, they are reminded to sit down when using scissors and the reasons for this. Children follow good hygiene practices knowing when they need to wash their hands and do so independently. For example, they wash their hands after stroking pets and after blowing their noses. Outside play is an integral part of nursery life and children make full use of the outside area which is an extension of the indoors learning environment. They participate in a range of activities when outside and understand the need for exercise as part of a healthy life-style. Lunches are home-made and healthy. Children are encouraged to try all the food at lunch time helping them to

establish a healthy eating pattern. They pour their own drinks and are encouraged to cut up their own meals. Children receive healthy snacks such as fruit. They may help themselves to drinks of water whenever they wish helping to prevent dehydration. Food complies with dietary and religious needs which are clearly displayed and overall the setting has a good understanding of healthy eating for young children.

Children are happy and comfortable at the nursery. They play in a bright and welcoming environment with lots of children's work displayed prominently and toys arranged in a way that enables children to make choices about what they play with and empowers them to learn. Staff work together and although participating in different activities all ages follow the same theme. At certain times of the day all children come together and enjoy this opportunity to play with their siblings, for example, and to form relationships with the staff whose room they will progress into as they become older. Families are able to take a teddy bear home which they do so willingly and make much effort filling the journal with photographs and written evidence of the teddy bear's weekend. This is shared with the other children and leads to lots of group discussion involving all. Children are kind and caring towards one another. They share resources and work together on projects such as building. They care for the pet rabbits, enjoying feeding them carrots. Children inform staff what they like to play with and this is displayed. Staff work with parents and carers to manage behaviour and children are given lots of praise and encouragement. The nursery has an excellent understanding of working with children with special needs and work with parents and other agencies to support children's progression and to meet their individual needs. Children have access to a good range of toys and resources that reflect the diversity within society and staff think about how they can increase these by borrowing from toy libraries, for example. They celebrate festivals from different cultures and on occasions those of the children that attend.

Staff undertake written and photographic observations and use these to assess children's stages of development and to plan to extend them further through the stepping stones of the Early Years Foundation Stage. Staff meet together to discuss their key children and how they can work as a staff team to support their development. This and liaising with parents helps the group to meet children's individual needs. Activities are planned around a theme but are changed to meet children's interests when they bring in something from home, for example. Children make choices about what they play with and participate in a range of activities that enhance their development in all areas of learning. There are many opportunities for children to practise their pre-writing skills and older children write labels for display items. The written word is seen throughout the nursery. Stories are a regular feature of the routine and children enjoy experimenting with rhyming words. When playing with water adults extend children's mathematical development by introducing mathematical concepts and language. There are many opportunities for children to practise their counting skills. Children are competent users of the computer, promoting their economic well-being. Personal cassette players enable children to sit in the book corner and listen to stories as well as improve their competence with programmable toys. Children learn about lifecycles, caring for tadpoles. They enjoy planting seeds and regular gardening, taking pride in what is growing in the garden. They have access to a range of natural resources such as bark and shells. A large range of construction toys promotes co-operative

working and imaginations when building together to create recognisable objects. Children create using a range of resources and all pictures are individual works of art which are displayed prominently showing children that what they have created is valued. There are many opportunities for children to develop their fine and large motor skills, both indoors and outdoors. Children become highly involved in activities and are making good progression through the developmental stepping stones. Staff are skilled at interacting and extending children's learning but also know when to stand back and let children play.

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.	1

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?	1
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?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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