

The School On The Green

Inspection report for early years provision

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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).

Description of the setting

The School On The Green pre-school nursery has been registered under its present ownership since 2008. It operates from two rooms in a cricket pavilion in the village of Penn Street, near Amersham. The premises are accessed by three steps. The nursery primarily serves children from the local and surrounding areas. The nursery is currently on the Early Years Register. A maximum of 20 children in the early years age range may attend the nursery at any one time. The setting is open each weekday during term time only. Morning sessions are from 09:15 to 12:00 with a lunch club until 13:00 each day except Friday. Afternoon sessions are from 12:00 until 14:45 on Monday and Wednesday. There are currently 29 children aged from two to five years on roll. Of these 25 children receive funding for nursery education. The nursery currently supports children for whom English is an additional language. There are no children attending with learning difficulties and/or disabilities. The nursery employs five staff, including the owner and manager, all of whom hold appropriate early years qualifications. A peripatetic teacher provides a music and singing session once a week.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. There are effective systems in place to promote children's welfare, learning and development. Children play in a well resourced enabling environment. All children are welcome in the setting where their individual uniqueness is valued. Positive relationships with parents are forming to ensure children's individual needs are met. The provider is committed to continually improving the setting and with the staff team, evaluates the provision and highlights areas for improvement to support and enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- review the storage of perishable food and review the hand washing procedures to encourage children to wash or wipe their hands thoroughly to be effective in preventing infection
- develop effective systems for gathering information on children's learning and development prior to them starting to help inform future planning; encourage parents' regular contributions to this information
- further develop the use of the outside area to enable children to use more regularly and decide if they wish to be in or out to have first hand experiences and opportunities in all weathers and seasons

The leadership and management of the early years provision

The whole of the staff team are focused on helping children to make good progress in their learning and development. The qualified staff work well together to support the children through a well balanced programme of activities. Each child's key person has an involvement in planning the activities to meet children's individual needs and interests. The rooms are well set out to ensure the resources are within children's reach to enable them to make choices and decisions about their play. A strength of the provision is the consolidation of learning enabling children to make simple connections in their learning. For example, the animal theme for the half-term means the home corner is laid out like a vet's, a bug hunt takes place with a recognition of insects game, and there are story books with animal themes and animal dressing up clothes available. The rural environment offers ample opportunity to see wildlife in the adjacent cricket field and for children to play outside in the fresh air.

The risk assessments cover all aspects of the environment that children may encounter and are effective in keeping children safe. Staff have a sound understanding of their responsibility to safeguard children and have the current information on child protection should any concerns arise. The relaxed routine of the morning allows children time to develop their play without feeling rushed. Some children stay for lunch which in some cases helps them prepare for school. Parents are given advice on the preferred healthy options to provide for their children's lunch, however, lunch boxes lack ice-packs to keep food fresh and safeguard children's health.

A process of self-evaluation has started and the opinions of the staff and parents are sought to identify the setting's strengths and areas for improvement. There is a plan to develop the outdoor learning environment to benefit the children and to begin to collect information from parents on children's development prior to starting to ensure their individual learning needs are met appropriately. A working partnership with parents is becoming established and all the required documentation is in place to safeguard children's welfare. The written policies and procedures are up to date and a useful selection of information is available to parents on the notice-board. The newsletter informs parents of the activities planned and suggests ways in which children's learning can continue at home. The nursery is fostering links with the local school to help children's transition into another setting.

The quality and standards of the early years provision

Children settle quickly into the welcoming environment. They receive a warm greeting from the staff and good relationships are evident between the adults and children. Children are secure and confident to talk about their thoughts, feelings and family life; talking of their pets, siblings, night-time routines and camping holidays. Staff listen and respond kindly, showing respect for the diverse family backgrounds. Children focus well on tasks, becoming involved, for example, at sand and water play or in the 'vet's', playing cooperatively. Children independently

choose the easy to reach story packs and organise their own storytelling group and role-play with the puppets. Children listen well at the group story time when staff ask questions to encourage children to reflect on the story and use their story props to aid interaction. Children are becoming independent in their self-care skills and change their shoes to 'wellies' for outdoor play, put on aprons for messy play and wipe their hands before eating. The hand wiping system with baby wipes is not effective in preventing cross infection as some children only give a token rub without staff guidance. The snack time is very sociable and staff sit with the children to extend language and conversation. Children are proficient in cutting the fruit on offer and take turns passing around the plate. Staff provide milk and water in small jugs which are ideal for children to manage when pouring their own drinks. The snack time alone promotes children's learning in several areas and encourages the skills needed as they grow, such as, manners. Children can use a computer each day and are beginning to understand technology in a simple way. Children have ample opportunity for creative painting, cutting, gluing and mark making skills and attempt to write their own names. Once a week a music teacher comes in to the nursery to encourage singing and movement to music; this encourages their physical development and increases their repertoire of familiar nursery rhymes. Planning is in place to support children's learning as a whole and to identify experiences which are appropriate to each child's stage of development to aid their individual progress towards the early learning goals.

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

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