

Kimbolton Nursery Group

Inspection report for early years provision

Unique reference number 223547
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Inspector Fiona Robinson

Setting address St James C E School, Kimbolton, Leominster,
Herefordshire, HR6 0HQ

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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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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

Kimbolton Nursery Group was founded in 1980 by a group of local parents who formed a management committee. The group operates from a designated classroom within St James CE Primary School in Kimbolton, close to the town of Leominster, in Herefordshire. The children have the use of the school toilet facilities and school hall. There is an enclosed outdoor play area adjacent to the facility, which is shared with children from the reception class. The school playgrounds and playing fields are also accessed by the children. There is a ramped disability access to the setting. The group serves the surrounding rural area and some families travel from parts of Leominster to attend the nursery. A maximum of 16 children, aged from 3 to 5 years, may attend the nursery at any one time. It is registered on the Early Years Register. The nursery is open on Mondays, Wednesdays and Fridays from 09:00 to 15:30 and Tuesdays and Thursdays from 09:00 to 12:00, during school term times. There are currently 20 children on roll, most of whom are in receipt of funding for nursery education. The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. There are four staff working with the children, all of whom hold appropriate early years qualifications. The group receives support from the local authority.

Overall effectiveness of the early years provision

The overall effectiveness is outstanding, because the manager provides an excellent lead in promoting very effective teamwork. An excellent range of very well-planned and supported activities ensure that all children are included equally. The needs of all children are met as they make excellent progress in an extensive range of indoor and outdoor activities. Staff develop outstanding links with parents, who say they are very pleased with the provision. The manager and staff have an excellent knowledge of the setting's strengths and areas for improvement and there is an outstanding record for continued improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- increase the opportunities for role play, especially for the boys.

The leadership and management of the early years provision

The manager provides an excellent positive lead in promoting very effective staff teamwork. All staff have an outstanding awareness of health and safety issues. They ensure that children are kept safe through implementing rigorous safeguarding policies and procedures. The children respond very well to the excellent care and support they are given. The imaginative, purpose-built outdoor

area is fully enclosed and is maintained to a high standard.

There are rigorous procedures for identifying what works well and what areas need improvement. Staff are fully involved with decision making and are fully committed to continued improvement. This is evident in the excellent progress made in addressing the recommendations of the previous inspection. In particular, key workers provide excellent opportunities for children to access a wide range of resources and equipment, such as an interactive whiteboard, for child-initiated play. Currently, staff have recognised the need to increase the opportunities for role play, especially for the boys. Excellent links exist with the host primary school and staff work hard to ensure a smooth transition to full-time schooling. They are excellent role models and behaviour is managed very well. Children feel very secure because there are excellent links with parents. One parent commented that the nursery is a happy, fun place for the children. Staff show great care and concern for children with learning needs. There are excellent policies, procedures and records in place which have a very positive impact on the children's safety and well-being. They have been recently revised and together with regular training, staff work hard to improve their practice.

The quality and standards of the early years provision

Children have outstanding opportunities to learn and as a result make excellent progress across all areas of learning. They are keen to take part in the wide range of activities offered to them. They enjoy learning through practical activities such as digging for treasure in the sand and painting pictures of cars, lorries, planes and boats for their topic on transport.

The children show an interest in growing vegetables and make tomatoes into tomato pasta sauce. They enjoy completing a Lego number activity on the computer and cooking pizzas with healthy toppings. They listen well to stories such as the 'Three Little Pigs' and enjoy building a house in the role play area. There is an appropriate balance of adult-supported activity and those chosen by the children themselves. They tunefully sing 'Ten Clever Spacemen' and most can count up to twenty and beyond. Children recognise their names through the self registration system. Most know how to write their names and enjoy mark making in foam, corn flour and 'soapy' sand.

The planning is excellent and helps children to develop very good knowledge and understanding and creative skills through excellent links with the theme 'People who help us'. Festivals such as Easter and Diwali bring relevance and enrichment to the children's learning. The environment is rich and stimulating and the setting is very well resourced. The children benefit from regular environment walks and visits to their own sensory garden in the outdoor area of learning. Bright and colourful artwork helps to make their indoor environment interesting, colourful and stimulating. Staff use rigorous assessment systems to help plan the next steps in learning. They maximise learning opportunities in the outdoor area of learning and respond well to children's questions. Independence is encouraged both indoors and outdoors.

The children respond very well to the excellent care and support given by staff. They feel very safe and secure because staff work hard to ensure a safe and positive indoor and outdoor environment. Children make excellent progress in the physical area of learning and learn the importance of taking regular exercise on the apparatus and pedalled vehicles. They share resources very sensibly and learn how to use equipment safely as they make smoothie drinks out of fruit and healthy soups and pancakes. They gain confidence through well established routines such as snack time and meal times. Children develop their independence very well in this very caring setting, because adults support them very well in their learning. Children are very well prepared for their next stage in their learning in this very positive, stimulating and inclusive setting.

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?	1
How well does the provision promote inclusive practice?	1
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?	1
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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
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?	1

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 C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.