

Storytime Nursery School

Inspection report for early years provision

Unique reference number	143561
Inspection date	20/04/2009
Inspector	Michele, Karen Beasley
Setting address	Kersey House, Queens Place, Southsea, Hampshire, PO5 3HF
Telephone number	02392 754832
Email	
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

Storytime Nursery School is privately owned and was registered in 1993. It operates from the ground floor of a Victorian house in Southsea, Hampshire. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 56 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00, all year round excluding Easter, Christmas and bank holidays.

There are currently 43 children on roll and this includes 30 children in receipt of nursery education funding. At present there are no children attending the group who have been identified with learning difficulties and/or disabilities or for whom English is an additional language.

There are 10 members of staff employed to work with the children. Half hold relevant early years qualifications. The setting values the support it receives from the Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The nursery is set up to provide a safe, stimulating and inviting environment and children are keen to participate in the range of well resourced activities available. Staff ensure children's individual learning and development needs are recognised and met through carrying out observational assessments. Younger funded children's records are currently being brought into line with the way older children are assessed to ensure consistency. The nursery has established effective links with parents and feeder schools to support continuity in children's care and development. Staff and the owner safeguard children by carrying out appropriate procedures, such as for recruitment and child protection.

What steps need to be taken to improve provision further?

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

- encourage the mathematical potential of the indoor environment, enabling children to discover things about numbers, counting and calculating through practical and incidental opportunities
- develop systems of self-evaluation within the setting to identify and maintain continuous improvement
- develop a systematic and routine approach to observational assessment of younger funded children's development towards the early learning goals and use the observations to plan their next steps in learning

The leadership and management of the early years provision

The owner and staff work as a cohesive team. The owner supports the staff to develop in their roles through mentoring, and encourages ongoing training to enrich their practice. The staff are dedicated and committed with the shared belief that children learn best through play and extending their own thoughts and interests. They treat the children as individuals and plan a range of varied and stimulating activities covering all areas of learning. Since the last inspection improvements have been made. The owner is beginning to use self-evaluation systems to monitor and reflect on practice. This is viewed as a positive area to identify strengths and areas for improvement.

Parents receive clear information about the provision, such as through the nursery's syllabus and policies and procedures. Parents attend meetings with their child's key person and take home their children's Learning Journey records, which are accessible at all times. The older funded children's records clearly identify children's progress and their next possible steps, and staff encourage parents to add their observations. Younger funded children's records are currently being brought into line with the way older children are assessed to ensure consistency. This will ensure strong partnerships with parents to enable them to continue children's learning at home.

The quality and standards of the early years provision

The nursery environment is welcoming and exciting. There are clearly defined activity areas, such as the role play or book area, which help children focus on their activities. They access resources other than those already set out from some labelled storage boxes. This builds their confidence and independence as they make decisions about their activities. Children are developing good relationships within the setting and are motivated in their learning. A child confidently asks a member of staff for support in making a cake out of playdough. They work together until the child is satisfied with their interpretation of one.

Children are very keen to listen to stories and show an interest in piecing together jigsaw puzzles. Staff interact well with the children, however, not all staff encourage children to use mathematical language within their play. For example, during incidental play children are not encouraged to talk about size and positioning.

Staff plan activities indoors and outdoors to support all areas of learning, and plans reflect children's interests. Children show behaviour that supports learning as they join in group activities, such as exercising and dancing to music, enthusiastically. Staff manage children's behaviour well, modelling calm and quiet reasoning which children respond well to. Children seek their support if they have any difficulties.

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

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