

# Theresa's Nursery School

Inspection report for early years provision

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| <b>Unique reference number</b> | 321520           |
| <b>Inspection date</b>         | 03/06/2009       |
| <b>Inspector</b>               | Christine Tipple |

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| <b>Setting address</b> | The Pavilion, Calf Close, Haxby, York, YO32 3NX |
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| <b>Type of setting</b>  | 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**

Theresa's Nursery School was established in 1987 and has been registered at the current premises since 1992. It operates from the sports pavilion sited on the playing field in Haxby, a village situated on the outskirts of the City of York. It is a privately owned provision and is a member of the Pre School Learning Alliance. The nursery is based on the first floor of the building and has the use of three areas, access is by stairs only. Toilet and kitchen facilities are available on the ground floor and outdoor play is provided through the use of the playing field adjacent to the premises.

The nursery is registered on the Early Years Register. A maximum of 16 children aged from two to under eight years may attend at any one time. There are currently 32 children on roll of whom 32 are in the early year age range. The nursery is in receipt of funding for the provision of free early years education to children aged three and four. The nursery is also offers care to children aged over five to under eight years in the summer holiday. The nursery is registered on the compulsory and Childcare Register. The nursery is open from 9.00 and 13.00 Monday to Friday and on Wednesday afternoons from 13.00 to 16.00 where children bring a packed lunch.

The nursery serves the local community and the surrounding area and has links with the three local primary schools. There are currently three staff members of whom all hold a childcare qualification and two staff are extending their current qualifications. The nursery receive support from the local authority and are part of a local cluster group which includes other early years providers.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. The nursery promotes a welcoming and supportive environment for the children and parents. Staff take positive steps to promote children's safety and welfare. The children are settled and come into nursery happy and keen to access the range of activities provided. The staff fully support children's individual ongoing interests and their overall learning opportunities well. This benefits the children to be self-assured and to develop their independence and confidence. The process of self-evaluation is in the early stages and areas to develop and improve are discussed and identified as a staff team, such as receiving additional funding to develop an enclosed outdoor play area for the children.

## **What steps need to be taken to improve provision further?**

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

- develop a systematic and routine approach to children's individual observations and assessment which clearly identify and plan the next steps in a child's developmental progress, and to regularly review this approach

- ensure documentation including risk assessments are organised more effectively to ensure all relevant information is easily accessible and relevant for purpose.

## **The leadership and management of the early years provision**

The partnership with parents is very good. Staff provide time on a daily basis for parents to discuss their children's day. The 'all about me books' provide a wealth of information completed by staff and parents. This includes what children have taken part in and their achievements at nursery. Parents add to this with information on what their children have done and how the learning at nursery is carried on at home. Other information is shared through the notice board and regular newsletters and the policies and procedures. Parents feedback is very positive they comment on how approachable and supportive staff are and how much their children enjoy their time at nursery. The range of documentation and policies and procedures cover children's health, safety and welfare, these are being reviewed with the staff as part of the nursery's evaluation. However, these are not yet effectively organised to ensure they are more easily accessible and promote an efficient system. Staff are keen to attend regular training provided through the local authority and to extend their qualifications in management and childcare and education. The nursery is a member of the local early years cluster group which includes other providers. The links with other agencies and local schools is ongoing and transitions and sharing of information is part of this process to promote consistency and continuity for children.

Staff recruitment and suitability procedures are effective and appropriate checks completed. Staff induction and appraisal information is in place which fully supports staff development. The details in relation to safeguarding are secure and ongoing training for staff is in place. This promotes children's welfare with clear procedures of what to do if a staff member had a concern about a child. The staff with the manager work well as a team and are enthusiastic in their approach with the children in supporting them to progress and develop. The self-evaluation of the nursery and the identification of areas to develop and improve upon are shared as a team and continues to be developed.

## **The quality and standards of the early years provision**

Children have a good range of experiences and learning opportunities provide at the nursery. Staff have a sound understanding of the Early Years Foundation Stage which enables the children to make effective progress in all areas of learning. Staff are actively engaged as key persons with the children and they know them very well. This promotes warm relationships to be formed which enable children to develop a positive sense of self and a disposition to learn. There is a suitable balance of child-led and adult-led approach to the children's learning. Children are keen to share their experiences and achievements which are valued by the staff. Children have easy access to the resources in place and this enables them to take decisions in what they do. Staff support individual children's varied needs and interests well and this links with the contribution provided by parents. Staff carry

out observations and assessments on the children which start with children's starting points and staff build on these with comments and photo's and some more in depth assessments. However, a coordinated approach which ensure all staff work to a system that is clear in identifying children's next steps and links to future plans is not fully established.

Children develop their speaking and listening skills very well and are supported to make sense of written visual signs, this includes self-registration by the children each day. The range of resources and tools support children to mark-make and start to recognise letters such as in their name. Children have lots of opportunities to interact with each other and staff this enhances their language skills very well. Children enjoy books and story time and use props to add to the fun of story telling. Older children enjoy using phonics and this links with creative activities to extend their understanding of the letter and how it sounds. Children have good opportunities to count, use numbers and make connections though their play. Children have games, action songs and activities which promote matching and sorting, to work with shapes and measures which are part of the day to day activities which the children enjoy. The displays in the nursery reinforce recognition for the children of numbers and letters. Children have access to a good selection of images and resources which develop their understanding of the wider world and diversity through their play. Children brought in their pets from home to share with each other and parents supported this which gave children who have no pets the experience of handling them and gaining confidence. Children grow things, such as cress seeds, beans and sunflowers. Children meet the local community officers and the police van comes on site which the children visit. The display of family photo's enables the children to share these with each other of their parents, siblings and extended family members. There is a good selection of creative activities and children use a range of different materials and resources to paint, draw, print and to cut with. Displays of the children's work is all around and their 'art gallery' values what they have created.

Children are involved in the practical use of the tools around them, to look at things, such as binoculars. Children have construction ideas which they can develop. The children's easy access to equipment and resources develop skills in their understanding of purpose and safety. Children are currently looking at the world they live in and the children to contribute to this with postcards and information on where they go on holiday in other countries. This links into their role play which is to be a travel agents and the children designing their own passports. Children enjoy making dens and using the small world and dressing up, such as being a lollipop person and using the pelican crossing to state which one is for stop and safe to cross. Children are involved in the evacuation procedure and this is done on a regular basis so children know the routine in an emergency situation. The children use the stairs confidently to go outside and access the toilets. They manage their personal care well, to be independent within the limitations of the building. Information for parents is provided to inform them of the care and exclusion periods on children when ill to ensure the nursery minimises cross infection. Children enjoy being outside and the playing fields offer them open space to be energetic and physical, they enjoy a variety of games with bats and balls, to run and take part in obstacle courses. Children have daily snacks provided and these offer a suitable selection of fresh and dried fruit. Children have been

involved in healthy eating projects and prepared food and tasted these, such as carrots, cucumber and tomatoes.

## 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

|   |   |
|---|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 2 |
| How well does the provision promote inclusive practice?   | 2 |
| The capacity of the provision to maintain continuous improvement.   | 2 |

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 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

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 2 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 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:

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