

Temple Sowerby School Nursery

Inspection report for early years provision

Unique reference number	317613
Inspection date	07/07/2009
Inspector	Karen Ling
Setting address	Temple Sowerby, Penrith, Cumbria, CA10 1RZ
Telephone number	017683 61512
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

Temple Sowerby School Nursery was registered in 1996. It is run by a voluntary committee and operates from rooms within Temple Sowerby Church of England School within the village of Temple Sowerby, approximately four miles from Penrith. The facility serves the immediate and extended rural communities. A maximum of 18 children may attend at any one time. The setting currently takes children from two to five years of age and supports children with learning difficulties and/or disabilities. There are 21 children on roll of which 17 are in receipt of funding for nursery education. Sessions run each weekday from 09.15 until 11.45 during term time only. The setting is registered by Ofsted on the Early Years Register and both parts of the Childcare Register.

Three members of staff work with the children. Of these two hold a relevant level 3 in childcare qualification; one holds a relevant level 2 qualification and is currently working towards level 3. The group receives support from the local authority.

Overall effectiveness of the early years provision

The quality of the provision is good. The leader of the setting is well supported by her team and the committee. They are conscientious, well organised and ensure sessions run smoothly. There are good levels of inclusion because staff build effective relationships with children and their families and each child's needs are appropriately catered for. Staff are continuously developing provision and children have benefited from recent improvements. Sessions now run from the school every day and the covered area outside enables frequent access to fresh air and a developing outdoor curriculum.

What steps need to be taken to improve provision further?

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

- develop systematic observation and assessment; improve the focus of observations to closely monitor the progress children make and inform their next steps in learning
- develop self-evaluation setting clear targets for future development and measure impact on the outcomes for children.

The leadership and management of the early years provision

The leader and her team are very dedicated and successfully create a rich and vibrant learning environment. Policies, procedures and the necessary records have been reviewed in line with the Early Years Foundation Stage requirements and underpin effective practice. All staff and committee members are vetted and rigorous recruitment systems are in place. Staff have received safeguarding

training and are knowledgeable of the procedures to follow should they have concerns about a child's safety. A good rapport has been established with parents and staff maintain a regular two-way flow of verbal and formal information. The setting works effectively with the host school; children benefit from shared indoor and outdoor resources. Regular joined up activities help children to get to know school staff and routines. This supports them well in their transition to the next stage in their education. Formal self-evaluation is relatively new but accurately reflects the quality of provision. It highlights strengths and areas for development. However, effective action planning with clear measurable targets has yet to be implemented.

The quality and standards of the early years provision

Children have a wealth of purposeful and fun activities to choose from. They relish their time outdoors. The friendly and caring atmosphere provided by staff enables children to settle and be confident in their surroundings. Although there is a clear routine to the day, this is flexible and children adapt very easily. They form friendships and develop good social skills with peers and adults. They are very good at turn taking, for example when playing with outdoor equipment and show developing levels of perseverance as they complete tasks. There is a healthy buzz of chatter and laughter as children move between activities. They make up scenarios as they play on the wooden 'transporter', look at books in the tent and experiment with sand and water. Staff interact effectively to move children on in their learning. For example, they discuss size, shape and positional language as children build with large wooden blocks or make colourful pictures using glue and shiny paper. At circle time staff take the opportunity to practise and reinforce counting, naming and ordering days of the week and describing the changes in weather. Older children show initiative as they advise younger ones how to complete the weather chart. Snack time is a healthy and social occasion. After outdoor play children particularly enjoy their snack of mixed fresh fruit and buttered crackers. Children bring their own drink of water or squash from home which they help themselves to during the session. Fresh drinking water is always available and staff ensure the drinks bottles are never empty.

Staff are very good at reinforcing health and safety issues in naturally occurring situations and during play opportunities. The good range of resources enable children to explore and investigate information and communication technology and practise mark making and creative skills regularly. Staff plan a balance of adult-led and child-initiated activity across all areas of learning and children make good progress towards the early learning goals. Observation and assessment systems are in place although the process is not yet sufficiently systematic. Records are maintained for each child which indicate attainment. However, the focus of observations is not consistently planned to assess the progress children make or inform next steps in learning.

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

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 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
--------------------------------------------------------------------------------------------------	-----