

Pomfrett Cottage Nursery

Inspection report for early years provision

Unique reference number	EY335997
Inspection date	02/06/2009
Inspector	John Anthony

Setting address	Chennestone County Middle School, Manor Lane, SUNBURY-ON-THAMES, Middlesex, TW16 5ED
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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).

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

Pomfrett Cottage Nursery has been run by the current owner since 2005. It operates from a classroom in Chennestone Primary School, Sunbury on Thames, Middlesex and is close to local transport links. All children share access to a secure enclosed outdoor play area. The nursery is open each week day during school term time from 09:00 to 15:00. Children attend for a variety of sessions. The nursery is registered to provide care for 26 children aged from 2 to 8 years at any one time. There are currently 49 children on roll. All children currently attending the nursery are in the early years age group. The nursery employs eight staff. Of these staff; four, including the manager hold appropriate early years qualifications and two further staff members are working towards a qualification. The setting receives support from the local authority childcare and development partnership. Pomfrett Cottage Nursery is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

This is an outstanding nursery, providing an extremely safe and secure environment in which the children's welfare and happiness are paramount. The staff are well qualified to ensure that the children have an excellent range of physical and social activity to stimulate their personal development and enable them to greatly enjoy their time at the setting. In this friendly and inclusive atmosphere, children of all abilities and backgrounds are made welcome, and staff work well to meet their individual needs. Excellent relationships have been forged with parents and carers who greatly value the dedicated commitment of the staff in providing the best possible standard of care for their children. The nursery demonstrates outstanding capacity for continuous 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:

- ensuring that the outside classroom/play area is suitable for the use of children at all times during the year, and adaptable for their use in all reasonable weather conditions
- focusing organised games and recreational activities to develop further the children's sequencing and vocabulary skills; devoting more activities that encourage the children to apply reasoning in numeracy

The leadership and management of the early years provision

The staff provide a well-organised and extremely secure environment in which the best interests of the children are their prime consideration. Resources are well prepared and ready to be used for the beginning of each session. Nourishing meals

are provided by arrangement with the adjoining school's kitchen manager, and healthy snacks are available for the children during each session. Relationships between the staff and the children and their parents and carers are excellent, fostered through the close personal interest shown in looking after the welfare of the children, especially in providing support to parents where specific learning needs have been identified. The management of the nursery uses its close relationship with the host primary school to keep up to date with its Early Years and Foundation Stage curriculum to assist in preparing the children well for transition to the next stage of their education. Information is shared with other primary schools to help the children's transition to the reception year. They play well together. The children say that they are very happy with the wide range of stimulating activities provided, which are appropriate to their differing needs and enable them all to progress well. The nursery encourages continuing professional development for its staff, with two members pursuing relevant childcare courses at degree level. Safeguarding procedures are fully in place, and all staff have been made subject of enhanced checks to ensure their suitability to work with children. The system for registering the children and for releasing them to their parents and carers is rigorously managed. Colour coding helps to guarantee that the differing times of registration and departure are stringently verified. The managers and staff constantly evaluate the quality of service provided, and strive to improve.

The quality and standards of the early years provision

The children show that they are keen to learn and engage in physical activities. Their relationships with each other and with the staff are very good. They play safely and sensibly, and are encouraged to engage in activities emerging from their own curiosity, such as collecting twigs and stripping the bark to discover how plants grow. Thus the children benefit from selecting their own activities and quietly getting on with them using their own initiative. They follow instructions well, communicate confidently, and happily answer questions using vocabulary suitable to their stage of learning. The children come to understand how to use numbers and calculation through activities such as counting and identifying colour when digging up radishes from their vegetable garden. Less emphasis is evident that organised games and recreational activities are focussed on furthering their sequencing and vocabulary skills, and reasoning in numeracy. This area could be developed further.

They learn about the cultures and beliefs of others through their engagement in cultural and religious festivals, celebrating Diwali, and engaging in craft activities and design such as through making Chinese lanterns to participate in Chinese New Year. Displayed artwork shows that the children also take good advantage of the opportunities offered to draw and paint. The very pleasant and secluded play area offers an excellent variety of activities for children to use their imagination, playing individually as well as in groups. The nursery has use of the adjoining school hall when weather conditions are not suitable for outside activity. Suitable plans are in place to create an outside classroom together with a more adaptable outside play surface to enable the children to take full advantage of the facility throughout the year. The nursery covers all the required areas of early learning through a programme of weekly curricular planning, supported by a process of keeping up-to-date records of the individual children's' progress. Regular reviews with parents

help them to know how to assist the educational development of their children. The wide range of activities provides well for their future development and preparation for making a positive contribution to their local community.

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?	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?	1
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?	2
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?	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

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

Met