

# Nestlings Pre School

Inspection report for early years provision

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**Unique reference number**

145817

**Inspection date**

05/10/2009

**Inspector**

Jan Healy

**Setting address**

Nestlings Pre School, Pratten Hut, School Lane, Staverton,  
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**Type of setting**

Childcare on non-domestic premises

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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Nestlings Pre-school registered in 1998. It is registered on the Early Years Register, compulsory part of the Childcare Register and the voluntary part of the Childcare Register. The group is registered to care for a maximum of 28 children in the early years age group at any one time. It is located close to Staverton School on the edge of Trowbridge. There is a close link with the school, and the pre school makes use of the school hall for some activities. The pre school also makes use of the school car park and there is easy access into the premises with the fitting of a ramp. Outdoor play is available in the fully enclosed playground, which contains a hard surface, a soft surface and a grassed area. There is a playground available for the children, which is shared with a private school. There is also access to a public play area with adventure equipment which is used under close supervision.

The pre school is open during term time. Sessions Monday to Friday run from 9:00 to 15:00. Sessions for two year old children are held on Wednesday and Thursday from 09.00 to 11.00.

The pre-school is owned and managed by a parent committee and is supported by the local authority.

There are four staff of whom three staff hold a relevant qualification in childcare. There are 54 children on roll with the staff caring for children who have a learning difficulty or disability.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision is very effective in delivering the Early Years Foundation Stage and the staff meet the individual needs of the children in attendance. The children arrive eagerly and begin playing without delay. They are happy and content, sharing a desirable and friendly relationship with the staff. The children have equality of opportunity with both the girls and the boys having equal access to all the toys and resources available.

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

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

- ensure the children have access to toys and resources that enable them to enhance their skills for the future, such as programmable toys

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

The staff have a good understanding about their responsibility to ensure the children in their care are safeguarded and kept free from harm. The staff are knowledgeable about the procedure to follow in the event of a concern being raised and about the necessity to make contact with the appropriate authority. The staff know the children very well, so are swiftly alerted to any significant change in their appearance or behaviour. The person in charge seeks training for her staff, so they are up to date about current legislation. The children are supervised at all times and so are always within sight of the staff. All the staff contribute to the written statement with regard to child protection, which is shared with the parents.

The person in charge is extremely capable of managing the provision and ensures the staff that she is responsible for are suitable to have sole access to young children. She conducts appraisals to help her identify the staffs strengths and weaknesses, with the latter being addressed without delay. A professional development plan ensures suitable training, for example, food hygiene is sought. Most of the toys and resources are within the children's reach, to enable the children to self-select items of their choice, which helps to further their independence. With the help of her staff, the person in charge is beginning to make use of a method of self-evaluation, to enable them to identify the provisions strengths and weaknesses to drive improvement, for example, to enhance the outdoor play area to allow the children to dig for insects. The staff are capable of on-going progress, evident by the further opportunities provided for the children since the last inspection, such as the further provision of age appropriate mark making medium.

The staff treat the children with respect, speaking to them kindly and in language that is easily understood. Both the girls and the boys have equal access to all the toys and resources available. The staff sit at the children's physical level when joining in with their play, making eye contact and displaying positive body language. Access into the provision is made easier with the fitting of a ramp and the doors throughout are wider than the norm to allow for wheelchair access. The bathroom facilities are at child height and there is a toilet for the disabled.

The staff work in partnership with the parents for the benefit of the children. Parents have the opportunity of accessing all the provision's policies and statements and are welcome to act as a volunteer or as a member of the committee if they wish to do so. Open afternoons are organised when the parents are invited into the provision to learn about the importance of the children taking part in various activities. Newsletters keep the parents informed about forthcoming events and home/link books enable the parents to continue and extend the children's learning at home. The children bring in items of interest from home to discuss, such as photographs of their day at a farm. The parents are kept up to date about the procedure to follow in the event that they wish to raise a concern, to prevent the delay in this from being resolved. The staff liaise frequently with other providers who deliver the Early Years Foundation Stage for the benefit of continuity of care and learning and to respond swiftly to an area of difficulty. The

children visit the local primary school where they become familiar with the school staff and premises, which aids their transition from the provision to school.

## **The quality and standards of the early years provision and outcomes for children**

The staff take appropriate precautions to ensure the children remain healthy and free from cross-infection. There are low-level sinks in the bathroom, where the children are taught to wash their hands thoroughly remembering to soap all their fingers. Sick children are not permitted into the provision and if a child becomes ill during their stay, they are swiftly reunited with their parents for the benefit of the other children in attendance. Paper tissues are readily available, with the children being taught to discard them after a single use. Children who stay for lunch bring in their own food and they eat whilst sat together making for a sociable occasion. A mid-morning and afternoon snack is available, which is healthy and nutritious. The children are encouraged to adopt a healthy lifestyle by playing in the outdoor play area. Suitable clothing enables the children to access this area in all weather. The staff hold a current first aid certificate and are confident to deal with an accident, all of which are recorded and are shared with the parents. A first aid box is within easy reach and is replenished when necessary. Prior written permission is sought for the administration of medication, with details being retained and parents informed about the time and dose given.

The staff take appropriate steps to ensure the children remain safe whilst in their care. They cover electrical sockets when not in use and teach the children to pick up their toys off the floor after play, to prevent trips and falls. The layout of the playroom enables the children to walk and to play freely between activities. Hot liquids and dangerous fluids remain out of the children's reach. The parents are kept informed about the procedure that will follow in the event that a child becomes lost or is uncollected. An effective arrival and departure system prevents the children leaving with an unauthorised adult. The children are supervised at all times with the person in charge ensuring a high adult to child ratio. An emergency evacuation procedure is in place, which the children take part in, so they are familiar with the leaving of the premises without delay. The children are secure and feel safe during their stay, as they share a warm and affectionate relationship with the staff, with whom they are confident to instigate a conversation and to ask questions.

The children behave very well, as they are happy and content. They enjoy the company of the staff and request that they join in with their play, such as rolling the play dough. The children are learning that there are times when they have to wait their turn and to share the toys. The children are taught about similarities and that although everyone is different, all are just as important. Major festivals are celebrated, such as Christmas and Diwali and the children are learning about their own and others' religion. The children are encouraged to make a positive contribution to the group by taking responsibility, for instance, to collect their cup and plate for snack and to pour their own drink.

The children's progress is relative to their starting points, which the staff seek in

partnership with the parents. The children's achievements are suitably assessed and continually monitored, with consideration given to their attendance pattern. The next step of the children's learning is targeted with observations informing the staff of the progress being made, with further activities being planned for the children who require extra support. Effective action is taken to seek advice from outside agencies in the event that a learning difficulty is noted. The children have fun whilst in the provision, for example, they play group singing games, which encourages the children to work well as a team. They have a developing awareness of their own needs and are learning to dress and undress independently for outdoor play. They interlock jigsaws, helping to extend their hand and eye co-ordination. They are learning to use scissors with increasing confidence. The staff encourage the children to express their creative freedom during messy play, as they paint pictures of their choice and make collages using various items, such as corks, bottle tops and shells. The younger children are learning to make marks on paper whilst older children are beginning to write letters. The children enjoy taking part in role-play, pretending to be characters of their choice. They play a reasonable variety of musical instruments, listening carefully to the changing sounds. Models are made using play dough, which the children manipulate into shapes of their choice. They enjoy counting, making use of an abacus and they are learning to recognise numerals. The children are learning to develop their skills for the future with the use of a toy computer, but there is a lack of programmable toys.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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