

Next Steps Nursery

Inspection report for early years provision

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EY386010

Inspection date

22/09/2009

Inspector

Susan June Stone

Setting address

St. Johns Primary School, Redfield Road, Midsomer Norton,
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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.

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Description of the setting

Next Steps Nursery was registered in 2009. It is privately owned and operates from a purpose built building on the same site as St John's primary School, Midsomer Norton. The setting is accessed from the side of the school via the school car park. The nursery has sole use of the building, which is all at ground level. All children have access to outside play in the secure outdoor area. The nursery is open 08.30 to 17.30 for 50 weeks of the year. A variety of sessions are offered. The nursery is registered to receive government funding for nursery education.

The nursery is on the Early Years Register and is also registered on the compulsory and voluntary parts of the Childcare Register as they intend to offer after school care in the future. The nursery is registered to care for a maximum of 28 children under the age of eight at any one time. At present there are 57 children on roll, of whom all are in the early years age range.

A manager is employed at the setting who has an appropriate Level 3 qualification. All staff employed are suitably qualified for their roles and responsibilities within the setting.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for in a safe and secure environment where they are highly valued as individuals and learn to respect all people through the inclusive ethos of the setting. Their individual care and learning needs are met to a high standard through excellent partnership with their parents and other carers. Children's learning is planned and monitored on an individual basis, each child is encouraged to develop to their full potential, and their interests are closely supported. As a result, they are making excellent progress through the Early Years Foundation Stage (EYFS). The owner values the importance of continuous development and the evaluation of the provision is an accurate reflection of the strengths and areas for development, staff are proactive in implementing improvements with ambitious vision for the future to further promote outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop systems to evaluate the activities offered to help measure success or improvement

The effectiveness of leadership and management of the early years provision

The owner of the nursery is passionate about providing a very high standard of care and education to the children. She promotes a positive example and motivates her staff team who are equally enthusiastic and committed to the children. The nursery is exceptionally well managed and staff are all clearly aware of their roles and responsibilities. The daily routine is well organised to ensure every resource and play area is child centred and used to its full potential. Safeguarding children is given high priority, all staff have completed training and emphasis is put on keeping knowledge and understanding up-to-date. Clear recruitment and induction procedures in place ensure staff's suitability to work with children. Effective staff deployment means that children are very well supervised at all times and supported in their activities to make excellent progress in their learning and development. The security of the premises is excellent and procedures for arrival and departure ensure children are handed over safely to a known adult. Comprehensive risk assessments are completed regularly to effectively identify and address potential risks, ensuring that all areas, equipment and resources used by children are safe, which further promotes their safety.

Staff have a very good understanding of the EYFS and use this knowledge to plan and promote children's learning on an individual level. Staff make regular observations of children's achievements and preferences and use this information to plan their next steps of learning. Clear learning priorities are identified each week for all children to support them in developing to their full potential, as a result children make excellent progress. Staff work very well together, they take pride in their work and show dedication, enthusiasm and motivation, creating positive play environments for children, for example, the interesting and vibrant outdoor area, where children explore all their senses while following their own likes and interests. Staff evaluate the activities offered, but are not yet happy that the present systems are completely effective to have maximum impact and benefit to the children.

The nursery promotes excellent relationships with parents. Comprehensive information about the setting is readily available, which includes written policies and material about EYFS. Clear systems are in place to gather information from parents before the children attend the nursery so staff can get to know them and plan activities accordingly. This promotes consistency, ensures all children are included equally and provides an environment which promotes a positive reflection of each child. Parents visit the nursery with their children and home contact contributes to the children feeling secure, so they mostly settle easily into the nursery environment. Parents have many opportunities to share information on their children's progress and development, both formally and informally. Staff make themselves available and encourage daily exchange of information with parents to help meet children's individual needs. A two-way diary recording various aspects of children's well-being and their achievements is a system that is also available for parents to use should they wish. Parents speak very highly of every aspect of the setting and feel their thoughts and ideas are valued, such as contributing to their children's progress records and completing parent

questionnaires to help evaluate the provision. Links with other settings that children attend, delivering the EYFS, are in the process of being sought to help build a better understanding of the children's developing needs and how these may be best addressed at the nursery. Children with learning difficulties and/or disabilities are exceptionally well supported and extensive systems are in place to work in partnership with other professionals, to coordinate support to ensure each child has their individual needs fully met.

Clear systems for self-evaluation of the provision help to identify strengths and areas for improvement. The owner, staff and parents are all involved in the process, which is an accurate appraisal of achievements so far, and identify how they plan to secure further improvements, which is recorded in the nursery 'Development Improvement Plan', identifying their vision for the future. The owner and staff constantly seek to build on their excellent service, identifying ways to promote positive outcomes for children and support their individual needs. They show commitment at all levels and are dedicated in maintaining the already high standards yet still strive for continuous improvement.

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

Children are happy, settled and secure and enjoy their time at the nursery. They are cared for in a welcoming and caring environment by a team of enthusiastic staff who know them very well as individuals. They engage in age appropriate play, making choices and explore a variety of resources. Excellent use is made of the available space, defined areas enable children to concentrate on their chosen activities, such as acting out familiar experiences like cooking and caring for babies in the well resourced role play area and freely selecting books to read and share from the comfortable quiet area. All children display a strong sense of belonging, as settling in procedures are individual to each child's needs. Consequently, children are confident, settled and develop excellent relationships with the staff and each other. They display high levels of self-esteem and are confident to try new skills for themselves. They ask for support when needed, such as when trying to make a den from the cargo nets, sheets and blankets, they ask staff to help find extra resources to stop their 'creation' from collapsing. They seek out others to join in self-initiated games, and learn to respect other's feelings through discussion and the good example set by staff. This results in a calm and inclusive atmosphere where all children are valued. They receive frequent praise and encouragement from staff for effort, achievement and kindness, which helps boost their self-esteem. Children's behaviour is exemplary; they help take care of the environment and are sensitive to each other's needs. For example, they use the sand timer to determine their go on the scooter and politely tell their peers when their turn has ended. Children gain an awareness of the importance of regular exercise as they engage in a wide range of physical activities outside. They build an assault course with large wooden blocks and planks, successfully negotiating their way across on the different levels, jumping off the end. Some children work well together to ride a tandem bike, riding in unison, laughing together as they successfully negotiate their way around the playground.

Staff use planned and everyday activities very well to promote all areas of children's development. Staff can clearly explain what certain children are gaining from experiences such as snack time being used to develop social skills, waiting and taking turns for some of the younger children. While older children develop their mathematical skills, estimating the amount of fruit needed to have sufficient for all children, working out if they need more or have enough. They also develop their fine motor skills and hand eye coordination as they cut the fruit with precision and control, learning how to use tools carefully and correctly. Staff make regular impromptu observations of the children as they play, which are used very effectively to track children's progress and identify the next steps in their progress and learning. This enables the key person to ensure that overall the planning securely meets children's individual needs.

Children are encouraged to work out solutions, and predict what may happen, such as how to transfer the water from the troughs at different heights, with a variety of utensils and items to help. They decide to use bamboo chutes which they fill with buckets to make the water flow downhill from one container to the other without spilling; and use the momentum of the water to sail a boat from the top to the bottom, which shows how children are active, and inquisitive as learners. They use language confidently to communicate, initiating conversations, asking questions and organising their play. They learn to recognise their written name and are developing good writing skills as they use the writing station. Children gain a real sense of number as they count and solve problems in their play and everyday situations. They peg out the number cards on the washing line, sequencing them in the correct order, discussing how the number six and nine are similar. They develop a very good understanding of the world around them and different aspects of nature. The nursery is developing a forest school provision where the children freely explore nature and listen to the different sounds, such as the wind in the trees. A good range of planned activities, displays, toys and resources depicting positive images of people from different cultures, races and those with disabilities help children to learn about countries and about their own family heritage.

Children learn about how to keep themselves safe through the daily routine, for example, lining up to go outside, using equipment like knives and scissors safely and practising the emergency evacuation procedure. Staff give children clear explanations of why they do things, helping them to learn that there are consequences to actions. They develop very good hygiene routines and help themselves to fresh drinking water from their named bottles. They learn about making healthy choices and have planted their own vegetables, such as the potatoes which they watched grow, then harvested to eat. Their dietary requirements are well met by staff and they enjoy a range of healthy meals and snacks. Meals are provided by the primary school; who were recently awarded the 'Food for life' standard at the highest level of Gold.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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