

Primrose Hill Nursery

Inspection report for early years provision

Unique reference number	101721
Inspection date	30/06/2009
Inspector	Gail Robertson
Setting address	Primrose Hill CPS, School Crescent, Lydney,, Glos, GL15 5TA
Telephone number	01594 844450
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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

Primrose Hill Nursery has been operating from a purpose built nursery classroom with immediate access to a good size outdoor area on the site of Primrose Hill School since 2001. There is easy access for wheelchair users and disabled facilities in the school. The nursery serves the catchment area near Lydney, Gloucestershire. A maximum of 24 children may attend the group at any one time. The nursery is open each weekday from 08.55 to 15.40. Two sessions per week are reserved for rising five children. The setting is open during the school terms and some times during the school holidays. All children have shared access to the school playground. The setting is registered on all three registers, the Early Years Register, the compulsory and the voluntary parts of Childcare Register. There are currently 62 children aged two years to four years on roll. Of these 46 children receive funding for nursery education. The nursery currently supports a number of children with learning difficulties and/ or disabilities. Children who have English as an additional language are welcomed into the group. The nursery employs nine staff, eight hold appropriate childcare qualifications and one is employed as a financial administrator. The group receives support from the local authority. There are very strong links with many other providers for children in the Early Years Foundation Stage (EYFS).

Overall effectiveness of the early years provision

Overall the quality of the provision is good. It is a good place for young children to learn, progress and develop. They have fun learning about the world around them. All children are included in the enjoyable tasks and activities that are well planned for them to do by the caring, supportive and happy staff. Staff are highly trained and well organised by the inspirational manager. Parents know that their children are safe and well cared for. The setting's links with other providers is exceptional. There is outstanding capacity for further improvement.

What steps need to be taken to improve provision further?

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

- make the outside area as stimulating and exciting as the indoor classroom, finding ways to promote children's communication language and literacy and their problem solving reasoning and numeracy
- design a learning programme for forest school education to suit the needs and interest of all children

To fully meet the specific requirements of the EYFS, the registered person must:

- make sure the kettle and toaster are removed from the kitchen surface when the nursery or breakfast and holiday club are open (suitable premises, environment & equipment)

31/07/2009

The leadership and management of the early years provision

The manager is an inspiration to her staff. She puts energy and commitment into all that she does. There is a good working team of manager, staff and the committee. They have regular meetings to discuss how they can improve the setting. There are regular reviews to see how the provision could be improved. This dedicated team uses parental questionnaire replies, information from the primary school and other EYFS providers very effectively to benefit the children. Although, they do not use the Ofsted self-evaluation form at present, the form they use is sharp and evaluative. The strengths and areas for further development show that the management knows the provision well. They have identified quite rightly, that the outside learning area is not as enticing and stimulating as the inside. They are very aware of the benefits that a forest classroom curriculum would bring for the children's development and pleasure. The importance of regular training to ensure the nursery improves is well understood and taken on board by all the adults. The staff are all highly trained but still seek further learning. This shows that the setting has good capacity for continuous improvement.

Staff care for all the children is effective. It is a priority in their work. Everyone is vigilant to ensure that the children are registered at the start of each session and a check is made as to who will collect them. There are rigorous policies for health and safety and daily health and safety checks. Staff involve children in safety in class, checking out the furniture and equipment for broken pieces that could harm them when they play. The risk assessments made of the kitchen area however, are not sufficient, to cover the dangers of the kettle and toaster on the surface whilst the setting is open.

Planning is good and its further improvement is developing well. The staff take into account children's needs and interests and use them to plan to enhance children's learning. Staff watch to see what children like to do and enjoy in the 'Plan and Do' time first thing in the morning. They talk to them about what they would like to learn. Good observations by staff show accurately what children can do. The children's learning journey books are a great record of their time in 'Primrose School Class Zero' (as the nursery is known to the children).

Relationships with parents are outstanding. Parents know their child's key worker and really appreciate the information they receive. Their contribution to the learning journeys through the wow vouchers is fantastic. There are outstanding links with the school and other providers of EYFS education. As one parent said 'Well all my three children have been through this system and it works'.

The quality and standards of the early years provision

Children come into the pre-school looking expectantly at all the activities as soon as they arrive, but they know that they must sit, have register and news time first.

Staff sit with them and act as good role models for listening and sitting well. Children share their ideas of what they are going to do and then settle down quickly to the activities. They make choices, and share how to learn and do things independently. They work at what interests them and ask adults for what they need if it is not available. Children love drama and story time. They are very creative. They all enjoy the *Ants in my Pants* book, joining in the story at well known times. There is good attention to the written word and many activities for children to practise their writing. They have regular opportunities for reading to themselves. Staff make every opportunity to promote children's counting and, problem solving skills. They very successfully raise children's curiosity. One boy wanted to go outside and watch the birds. A member of staff on hearing this went and got a box of binoculars and a card for bird recognition. He was delighted and took out his friends to 'spy the robins'.

Children make healthy choices at snack time. They choose from a range of fresh fruit and biscuits and also help themselves to a drink. Water is available at all times for them. Staff use snack time to teach children about healthy eating, to have good manners and to be social with each other. The children know that they must wash their hands before eating 'because of those nasty germs' said one girl making sure she had plenty of soap on her hands!

Outside in the garden children explore for bugs and have fun. Staff makes sure they are well protected from the strong sunshine by wearing a hat and putting on sun cream. The outside area, though, is mainly designed and resourced for children's physical development. The area has enormous potential to fulfil the EYFS curriculum for these keen and enthusiastic children. On the day of the inspection children were having a great time practising for their Sports Day. What determination they had not only to reach the finishing line but also to be first back to the place where they started. One boy said 'Do you know? I like the running backwards race best I am good at that!'

Children learn to share, play and have fun together. The staff know how to keep the children safe. Children behave well because they know what is expected of them. They are tired by the end of the session because they put all their energies into the activities.

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?	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?	1
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?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- make sure the kettle and toaster are removed from the kitchen surface when the nursery or breakfast and holiday club are open

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To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- make sure the kettle and toaster are removed from the kitchen surface when the nursery or breakfast and holiday club are open

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