

Cleobury Mortimer Nursery (Peter Rabbit)

Inspection report for early years provision

Unique reference number	224074
Inspection date	03/07/2009
Inspector	David Shepherd
Setting address	Lacon Childe School, Love Lane, Cleobury Mortimer, KIDDERMINSTER, Worcs, DY14 8PE
Telephone number	07929 870458
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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

Cleobury Mortimer Nursery (Peter Rabbit) is managed by a partnership and is situated in Cleobury Mortimer, Shropshire. The group is based in a demountable building located in the grounds of the Lacon Childe School. The nursery has use of a small outside area that is fenced off when in use. There is no disabled access. The nursery serves the local area.

A maximum of 16 children may attend at any one time. There are currently 32 children on roll aged from two to under five years, all of whom are of Early Years age range. Children can attend a variety of sessions. Support is available for children with learning difficulties and/or disabilities and for those who speak English as an additional language.

The nursery is open each weekday for 38 weeks in the year during term time only. On Monday, Wednesday and Friday sessions are from 09.00 to 12.00. On Tuesday and Thursday they are from 09.00 to 15.15. Children may attend a lunch club from 12.00 until 13.15 each day. Four members of staff work with the children, all of whom hold appropriate early years qualifications. Good links are maintained with the schools to which the children transfer and with the secondary school in which the nursery is located. The group has support from the local authority and staff attend the early years forum meetings. The nursery is a member of the Pre-School Learning Alliance. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Registers.

Overall effectiveness of the early years provision

Children receive satisfactory provision at Cleobury Mortimer Nursery (Peter Rabbit). The nursery meets the welfare and learning development needs of children satisfactorily. Staff know the children well and ensure that the needs of individual children are met. A wide variety of indoor and outdoor activities is provided for the children that reflects all aspects of Early Years Foundation Stage provision. Links with parents are satisfactory. The staff have a satisfactory capacity to improve provision further.

What steps need to be taken to improve provision further?

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

- ensure children receive balanced provision across the six areas of learning and demonstrate this in planning
- carry out risk assessments to ensure children's safety and welfare for inside, outside and off-site activities
- involve parents more in the progress being made by their children.

The leadership and management of the early years provision

Policies and procedures have been devised that ensure the safe and efficient management of Early Years Foundation Stage provision and that the needs of all children are met. Staff are well qualified. One is a qualified teacher, two have gained a Level 3 qualification and one has a Level 2. One staff member is planning to study for a foundation degree and another is planning to study for a course in early years provision. Staff regularly attend further training on topics, such as letters and sounds and mark making in order to improve provision further. All have paediatric first aid certificates and have been checked by the Criminal Records Bureau.

Staff are deployed well and work with the children confidently. Each acts as a key worker for a small group of children. They work conscientiously with them, know them well and assess and record the progress they make in all areas of Early Years Foundation Stage provision. They complete an individual child tracker, used by the local authority, and pass it on to the schools to which children transfer.

At the end of sessions, staff evaluate the strengths and weaknesses of provision. They share their thoughts with each other and make improvements for the next session in the light of their discussions. Evaluative comments are then included in plans for the following sessions. Staff meet more formally at the beginning of each half term to discuss planning and improving provision. The joint managers and staff have not made use of the national guidance on self-evaluation in order to review and reflect on all aspects of provision. The quality of self-reflection indicates that the staff have a satisfactory capacity to make improvements.

Staff ensure that children are safe. External doors are secure and the outside provision is fenced off satisfactorily when in use. The accommodation, furniture, equipment and toys are suitable, safe and in good condition. Although carried out informally, no formal records are kept of risk assessments for on-site and off-site activities to ensure that no unnecessary accidents take place. This includes daily risk assessments that check on the wear and tear of the furniture, toys and other equipment in regular use. Children are closely supervised at all times and this contributes significantly to their safety and welfare.

All children are included in activities because they are encouraged to do so by staff who keep an eye on what each child is doing. Staff work with the children effectively and start from where each child's interests and enthusiasms are. If children wish to carry out certain activities, staff respond to this and encourage learning from the children's interests on that day. In this way, the needs of individual children are met well.

Links with parents are good. The admissions form includes all the information necessary as well as other helpful permissions, such as for the administration of first aid. There is a useful policy on parental involvement. Parents regularly talk to staff and discuss issues to do with their children when they bring and collect their children. Two open afternoons are held for parents each year and these are well

attended. Parents inform the nursery upon registration about aspects of their children's development and interests. The nursery has recently developed this further by asking parents to complete a form that informs staff about their children's skills in communication as well as their emotional and physical well-being. This is likely to contribute to the staff's knowledge of the children. However, parents are not yet provided with a portfolio of their children's achievements while at the nursery. There is an extensive range of partnerships with external agencies, such as speech and language therapy, which benefit the children very significantly.

The quality and standards of the early years provision

Staff provide satisfactorily for the learning and development needs of the children. During the inspection, children cut out shapes, glued and stuck paper and boxes together, built with bricks, played with small toys, played games on a computer, dressed up and were engaged in role play in the home corner. The pre school is a busy environment that is bright and colourful. It includes some attractive displays showing activities in which children have been involved such as learning about shapes and colours that led to a large display of a dragon and the collage of nursery rhymes that formed an attractive display. The small outside area allows children to learn in the fresh air. Activities carried out in this area include throwing and catching balls, playing with hoops and balancing on stepping stones. All the equipment and toys are appropriate for the ages and stages of development of the children. All areas of early years' provision are included with good emphasis being placed on listening, speaking, arts and crafts and physical development. A suitable balance of indoor and outdoor activities is provided. Children have good opportunities to choose what they wish to do as well as respond to staff when they encourage them to wash their hands before eating their snack and after going to the toilet. Children's enjoyment and achievement are good. A particular strength is the way in which the needs of the individual are carefully planned for. However, planning does not indicate that children have a balance of activities and learning across the six areas of provision for children of Early Years Foundation Stage age.

Staff look after the welfare needs of children satisfactorily. If children are upset, staff sympathetically find out what is troubling them and then encourage them into an activity to take their minds off what is upsetting them. Children wash their hands before having a snack and the tables are wiped with anti-bacterial spray before children eat their snacks. These actions reduce the spread of infection. During the inspection, children ate their healthy snacks sensibly and chatted to each other and to staff in an enjoyable and sociable manner. During the inspection, snacks consisted of slices of apple, orange, cucumber and crackers. Water and milk was provided as a drink. The opportunity to play outside enabled the children to enjoy the fresh air on a sunny day.

Children develop good social habits and behave well for their ages. Relationships between staff and children are good and this helps the children to feel settled and cooperate with what is being provided for them. Children learn in a safe environment. They enjoy the activities provided for them and take part in them eagerly. They are taught to become independent by pouring out their own drink and tidying up after their activities. They have good opportunities to develop their

skills in speaking, listening, number, shape and on the computer. All this helps to make them good early learners and helps them for the next stages in their education.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
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?	3

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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