

Longvernal Nursery School, After-School and Holiday Play Scheme

Inspection report for early years provision

Unique reference number	133043
Inspection date	10/07/2009
Inspector	Christine Huard
Setting address	c/o Longvernal Primary School, Clapton Road, Midsomer Norton, Radstock, Avon, BA3 2LP
Telephone number	01761-418226
Email	
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

Longvernal pre-school, After School and Holiday Play Scheme opened in 1992. It operates from five rooms, the corridor, hall computer room, library and has its own secure play area within the grounds of Longvernal Primary school as well as having access to the wider school grounds. The group serves the local area in Midsomer Norton. The setting is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. The setting may provide care for a maximum of 26 children in the early years age group in the pre-school and 20 children under 8 years in out of school care at any one time. There are currently 27 children on roll in the pre-school of whom 22 are in receipt of funding. Children attend for a variety of sessions. Children with learning difficulties and/or disabilities are fully included and supported and there is good access for those who are disabled. There are no children currently for whom English is not their home language. The nursery school opens five days a week from 09:00 to 15:00 and on Monday and Friday afternoons operate play and stay sessions for parents and/or carers. The after school club opens Monday to Friday from 15:15 to 18:00 during term time. The holiday play scheme runs from 08:30 to 18:00 during the holidays except for Christmas and the last two weeks of the summer holidays. A total of six members of staff work with the children and are well qualified and hold appropriate early years qualifications. The setting receives excellent support from the reception staff at Longvernal primary school and are treated as part of the school. It also receives support from the Early Years Development and Child Care Partnership.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding and the provision is highly effective in meeting the needs of all children. Staff ensure that all children are extremely well integrated so that they achieve as well as they can. There are excellent strategies to ensure that all staff and parents are fully involved in evaluating practice and provision although the information has not yet all been collated as a formal self-evaluation. The result of this on-going scrutiny is that children receive outstanding provision and care. Staff know the children extremely well and they very effectively support those who need additional help and challenge the more able children to ensure the children's needs are fully met. The capacity for further improvement is outstanding.

What steps need to be taken to improve provision further?

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

- complete the detailed self –review form in order to identify more clearly areas for development

The leadership and management of the early years provision

Leadership and management of the pre-school are excellent. The leader has extremely high aspirations as to what can be achieved by the children and she and her team are totally committed to making the best possible provision. The setting has sustained and improved upon the outstanding provision identified at the previous inspection and all recommendations have been fully addressed.

The staff constantly evaluate the quality of provision and they are reflective and thoughtful. Staff appraisals support training needs extremely well. Regular staff meetings identify where training would be beneficial and staff are pro-active in considering the needs of children soon to join the setting in order to be able to fully provide for them. The setting is receiving help in order to bring all their information together and fully complete the formal self-evaluation form as effectively as possible so that it is a useful and informative document. All other documentation is of high quality and extremely well organized. Safeguarding requirements are fully in place and robustly implemented.

Partnerships with parents and others are outstanding. Parents are extremely supportive of the setting and appreciate the excellent provision made for their children. They are highly appreciative of the 'stay and play' sessions to which they are invited twice a week and where they gain ideas about how they can support their children at home. The pre-school has very close links with the primary school on site. They make very good use of the school's facilities and participate fully in a number of school events. Relationships with reception class staff are extremely strong. This aids the outstanding programme organised for when the children move on to school making the transition almost seamless.

The quality and standards of the early years provision

The children are friendly, sociable and greatly enjoy their experiences in this outstanding pre-school and make excellent progress. They play well together and learn to share and exchange ideas. They gain independence, having opportunities to choose not only what activities they wish to follow but also when to have their healthy snacks. An excellent system is in place. Children choose when they want their snack. They find their name, put it on the table, fetch their snack and drink, sit down and have these. On finishing they clear up, wash the cup at their own specially installed child-height sink, and put their name in the cup so that leaders can check who has or hasn't had their snack later in the morning. Children eagerly take on this responsibility and in doing so play a practical part in the smooth running of the setting. The setting has the healthy eating award and is now piloting the physical development side of the healthy lifestyles awards for younger children.

A wide range of activities is provided across all the areas of learning and children have all day access to the outside play area which is extremely well equipped. There is a strong commitment to using materials which are readily available to encourage children to explore and discover for themselves. Thus, children use guttering to roll cars down the bank and compare the time this takes with rolling them down the grass. Key workers use questions skilfully to help children expand

their speaking and listening skills as well as their knowledge and understanding. Children's welfare is of the highest priority. Great emphasis is placed on ensuring all equipment and areas are safe for use and children know how to keep themselves safe. During the inspection children understood clearly that they were unable to use the hedges, which provide endless opportunities for imaginative role play, because brambles had not been cut back and thus they could get hurt. Children have excellent opportunities to learn about cultures other than their own. They shared in activities when a Ugandan farmer visited, and learned how farming was carried out in Uganda. At harvest time they joined with the school in making donations and raising money to send to Uganda. In addition, children learned how other faiths and religions celebrate harvest and built a Jewish Sukkoth outside, which they decorated with oranges and leaves. They play musical instruments which have their origins in other cultures, such as a small steel pan from St Lucia and have great fun in making their own.

Outside, children enjoy growing their own fruit, vegetables and flowers. They have grown vegetables in a Ugandan sack as well as in vegetable beds and they thoroughly enjoy eating the produce they have grown when it is ripe.

Key workers make regular observations of children both inside and outdoors to monitor every child's progress. Information is collated in the children's 'Special Books'. These provide an excellent record of children's achievements and are regularly shared with and contributed to by parents. Parents are kept extremely well informed about the progress their children are making. The wide range of experiences provided for the children, which enlarge their knowledge and understanding about the world, the many and interesting ways in which they gain basic skills and learn by discovering for themselves, all ensure they are getting an excellent preparation for their future lives.

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?	1
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?	1
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?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

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