

Lord Williams' School Day Nursery

Inspection report for early years provision

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Inspector	Tom Radcliffe
Setting address	Oxford Road, Thame, Oxfordshire, OX9 2AJ
Telephone number	01844 260231
Email	Nursery@lordwilliams.fsnet.co.uk
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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*.

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Description of the setting

Lord Williams's School Day Nursery was registered in 1992. It is a non-profit making organisation managed by a committee of parents and operates from a purpose-built building in the grounds of Lord Williams's Secondary School in Thame, Oxfordshire. A maximum of 39 early years children may attend the nursery at any one time. The nursery is open each weekday from 8.00am to 5.00pm for 46 weeks of the year. All children share access to secure enclosed outdoor play areas. The building has easy access to all areas, being on one level throughout and there is a car park on site. The nursery is registered on the Early Years Register and there are currently 73 children in the early years age group on roll. The setting offers places to children in receipt of funding for early education and children come from a wide catchment to attend. The nursery currently supports children with learning difficulties and some who speak English as an additional language. There are 12 members of staff employed at the setting, nine of whom hold an appropriate early years qualification and one is working towards a further qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting has a satisfactory understanding of the individual needs of each child which enables their learning and welfare needs to be given appropriate attention. Children enjoy their time in an orderly setting as they access interesting activities with opportunities to be independent and make choices. The setting has an improving partnership with parents and others to underpin the progress that children make. The manager shows a good understanding of the setting's strengths and weaknesses which she gains through self-evaluation. She is beginning to lead a more effective team and implement improvements to enhance the setting's level of provision and improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the children's use of information and communication technology to support their learning.
- continue to develop the use of observational assessments to track children's progress towards early learning goals.

The effectiveness of leadership and management of the early years provision

The setting makes concise written policies and procedures available for parents which leads to its safe management in the interests of all its users. Children are safeguarded as staff implement procedures effectively and with understanding. All

staff are vetted for suitability, levels of supervision are attentive and working practices are designed to protect children. Children play in a safe environment where hazards are minimised through the use of appropriate risk assessments. This allows children to move freely and make decisions about what they want to do when in the setting. As a result children play both indoors and outdoors as they build on their skills and competencies. Children's good health and well-being is promoted by the staff's knowledge and understanding of effective working practices, for example, in cases of minor injuries or illness.

The provider uses information gained from children and parents and from the support it receives from the local authority to gain an accurate understanding of its strengths and weaknesses. The manager has made a very positive impact in her short time in post to set targets for improvements and lead a team that is committed to enhancing outcomes for children. There have been important improvements made since the last inspection and the provider has met all recently set actions to improve the level of provision. The setting values a positive partnership with parents and is building on its link with other settings to support the ongoing learning and development of all children.

The setting arranges all available space thoughtfully so that children can play and learn in an attractive environment. Resources are available to promote learning and development in all areas. Staff work with children in parts of the setting that are arranged according to their ages. They support children well as they ensure that children can experience age appropriate activities and play with or without adult support. In addition staff allow children to direct their own learning as they offer timely support and intervene to help children make decisions or remain purposefully engaged. The setting promotes inclusive practice and works to ensure that all children can make progress and achieve their potential. Children are given appropriate opportunities to learn about their diverse world and staff work to ensure that children's individual needs are met. Children who may have special educational needs are supported to allow them to enjoy a range of play opportunities and make progress.

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

Children make satisfactory progress as they access appropriate learning opportunities which are both adult and child-led. The setting gains an understanding of the starting points of children, and staff use observations to evaluate the progress that children make. These assessments are shared with parents by key persons and collated to track children's progress towards early learning goals. Though these important processes support children's progress they have been only recently introduced and are not yet sufficiently developed to include progress in all areas of learning. Staff support the decisions made by children as they select printing activities, use jig saws and share books with each other. Children enjoy using art and messy play resources and staff develop their learning through conversations as they encourage children to experiment with play equipment. As a result children use cardboard tubes to invent musical instruments and learn how to make small cars speed up when using them as tunnels. Children

respond positively to adults and include them in role play and outdoor activities as well as listening to any advice or guidance given. Where children's play and learning is adult-led, children listen carefully and take part with enthusiasm, for example, as older children work with a visiting French speaking adult and learn some basic French vocabulary. Children are able to access play opportunities in all areas as staff undertake observational assessments which allow children to be understood as individuals. The setting has a satisfactory and improving understanding of the Early Years Foundation Stage (EYFS) and of how young children learn through play and first hand experiences. Children's language development is promoted through conversations and questioning, and they learn about early writing skills through mark making and role play. Children show an interest in books and are used to using their own written names appropriately; they understand about letters and sounds. The children's understanding of number, value and quantities is enhanced through practical activities. Their physical development is promoted through planned and spontaneous outdoor play and children are given opportunities to learn about their world and develop their creative skills. The educational programmes that are in place are being developed to ensure that children can access all learning opportunities. At the present time children do not make sufficient use of information and communication technology to support their learning.

Children's welfare is promoted satisfactorily by the setting. Children are safeguarded and they have an age appropriate understanding of their own safety and that of others. The children play in a positive social environment with effective behaviour management strategies as they share, take turns and play together. Staff give the children a sense that they can have varying skills and abilities shown as they play outside, make Christmas decorations or by what they understand about numbers and sounds. Children are able to concentrate according to their age and level of development and respond appropriately in different situations, for example, when in small group activities at a table or when outside.

Outcomes for children are promoted satisfactorily by the setting. Children enjoy making choices and children of all ages are able to make decisions about what they want to do. Children feel very safe and know how to keep themselves safe when moving around the setting and using a range of equipment. Children enjoy very secure relationships with adults which help their learning and boost their confidence and self-esteem. Children learn about healthy lifestyles as they talk about diet, drink water and enjoy physical activity. Children respond well to challenges and expectations that are placed on them. Children generally acquire skills and abilities which are appropriate to their age and their progress indicates that most children are being prepared for future learning needs.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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