

Oranges & Lemons Nursery School

Inspection report for early years provision

Unique reference number	EY313846
Inspection date	10/11/2009
Inspector	Jacqui Lloyd

Setting address	Forward House, Park Road, Kingston upon Thames, Surrey, KT2 5LY
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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

Oranges and Lemons Nursery School is a family run independent nursery school that operates in a large, modern hall in Kingston upon Thames, close to the town centre. It has been open since September 2005. The premises are within easy reach of local bus and train routes, parks and schools. Children have access to a large hall and an additional room on the first floor. There is an enclosed, outdoor play area available for outdoor play.

The setting is registered on the Early Years Register to care for a maximum of 28 children. There are currently 49 children from two to five years on roll. The group is open from Monday to Friday during term time from 9.15am to 12.15pm and 12.15pm to 3.15pm. Children may attend for a variety of sessions.

The setting supports children who speak English as an additional language and children with special educational needs and/or disabilities.

There are eight members of staff on the staff team and of these, all hold a recognised childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Close and careful monitoring of the children's progress ensures all children have a fun and happy time whilst engaging in a wide and interesting range of activities and learning opportunities that are tailored towards their individual needs and interests.

A highly qualified team of enthusiastic, reflective and hard-working staff work within the setting. They are committed to providing high quality care and demonstrate that they have a great capacity to maintain continuous improvement. There is a significant emphasis within the setting on promoting equality for all and developing children's understanding of diversity and as a result, the setting succeeds in being totally inclusive.

Staff totally value the importance of working in partnership with parents and others and provide extensive information regarding children's learning and development and overall have succeeded in building very effective links.

What steps need to be taken to improve provision further?

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

- consider continuing to create regular opportunities to involve parents and carers in their child's learning and development by seeking feedback from them regarding children's interests and achievements at home and subsequently help parents to support and encourage children's progress.

The effectiveness of leadership and management of the early years provision

Children are very well protected from harm as staff implement comprehensive and robust policies and procedures that help to safeguard children. For example, all staff regularly attend safeguarding training, which not only ensures they are familiar with local safeguarding procedures but that there is a highly consistent and effective approach amongst the staff. Extensive risk assessments are in place and all staff are vigilant about supervising children and teaching them how to keep themselves safe.

All staff contribute towards the self-evaluation process, which is highly effective in helping them to review and assess their practice. Managers regularly reflect on the practice within the setting, constantly seeking new and more efficient ways to meet the needs of the children and their families and to implement the requirements of the Early Years Foundation Stage. Staff fully understand and value feedback from parents and children, and succeed in involving them in this process as they use a questionnaire to seek their views.

Staff work very closely with parents/carers and other settings and have established highly effective links to ensure information regarding children's progress and their welfare is shared on a regular basis. Parents are invited to attend the setting to meet with their child's key person and share their child's records and discuss their learning and development needs, which helps to develop coherency and partnership working.

The team consists of very experienced staff who are hard-working and very dedicated. They work extremely well as a team and are very clear about their respective roles and responsibilities. As a result, the sessions run seamlessly. Staff demonstrate a genuine commitment to their own ongoing professional development and are keen to continue to increase their knowledge, skills and expertise. All members of the staff team hold a recognised childcare qualification and yet they regularly attend training courses and workshops to ensure they keep up to date with developments and changes in practice. They demonstrate that they are constantly striving to provide care and education opportunities of the highest quality for young children.

There is a great emphasis on inclusion and promoting equality for all. Staff strongly encourage children to develop respect for others as they learn about and celebrate each other's similarities and differences. A commitment towards and positive focus on inclusion is central to the ethos of the setting. As a result, all children are extremely happy and confident within the setting and develop a very positive self-image and excellent self-esteem.

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

Staff are experienced and knowledgeable practitioners who fully understand and appreciate the importance of giving children time and space to play and learn. As a

result, children are afforded great freedom to move around the setting, including moving between in the indoor areas and the outdoor learning environment. Consequently, children thoroughly enjoy playing and exploring at their own pace and benefit from large periods of uninterrupted child-initiated play. Staff are very enthusiastic and as a result, children are highly motivated to play and learn. Children are engaged in a wide and interesting variety of activities that enable them to make outstanding progress towards the early learning goals. Staff make excellent use of questioning to help encourage children's thinking and are actively involved in their play.

Children benefit from endless opportunities to be physically active and play in the fresh air as staff make excellent use of the outdoor play area and view this very much as an extension of the indoor learning environment. In addition to the wealth of learning opportunities provided in the outdoor environment, children also benefit from the positive impact this has on their healthy development. Children have an excellent understanding of the importance of good hygiene practice because they follow clear, consistent routines. For example, children arriving at lunchtime for the afternoon session, arrive and automatically go straight to the toilets to wash their hands in preparation for lunchtime. Children also talk about why they must do this and clearly understand the importance of it.

Exceptionally well presented and organised premises help children to feel very welcome and valued within the setting. Children's artwork is attractively and extensively displayed throughout the premises and fully reflects the children's own work. Staff are required to set up and pack away the resources and equipment on a daily basis and yet succeed in creating an extremely bright and stimulating learning environment for the children. All children can easily access all of the toys and resources as these are available in low-level storage units. This makes it easy for the children to see what is available and self-select play materials, enabling them to develop independence and follow their own ideas.

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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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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

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