

Friary Nursery School

Inspection report for early years provision

Unique reference number	500857
Inspection date	20/01/2010
Inspector	Christine Tipple

Setting address	Friary Nursery School, 2 Friars Lane, Beverley, HU17 0DF
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Telephone number	01482 870900
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Email	
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Type of setting	Childcare on non-domestic premises
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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
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*.

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

Friary Nursery School has been registered since 1988. The nursery is privately owned and situated behind domestic premises close to Beverley Minster and within walking distance of local amenities. The nursery have sole use of the premises. Most children come from the town of Beverley and surrounding areas. Children have use of two classrooms and associated facilities. There is an enclosed small rear outside area and a larger area at the front of the premises for outside play. The nursery operates term time only from 8.15am until 4pm Monday to Friday. In the summer holidays the nursery provide a two week play scheme for children from two to under eight years.

The nursery is registered on the Early Years Register. A maximum of 30 children may attend at any one time. There are currently 50 children aged from two to under five years on roll. The nursery also offers care for children aged over five to under eight years. They are registered by Ofsted on the compulsory Childcare Register. The nursery receives funding for the provision of free early education to children aged three and four years. The nursery support children who speak English as an additional language.

There are six members of staff, of whom all hold early years qualifications at level 2 and above. The nursery school is a member of the area Early Years Partnership group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are fully supported which overall, enables them to make good progress. Children's health, safety and welfare is managed effectively by supportive and caring staff who show a positive commitment to improving the outcomes for all the children. Staff evaluate their practice which assists them to identify areas to develop, such as the outside play area for the children. The links with the community are good and children enjoy walks and visits to local facilities. The partnership with the parents and the local schools is strong and promotes a shared approach to the children's ongoing learning and care.

What steps need to be taken to improve provision further?

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

- review how children's individual ongoing observations and assessments are recorded, taking account of their starting points
- extend the information provided in the risk assessment for the inside of the premises
- develop ongoing opportunities provided for the children which further enhance their independence, particularly at snack time and in their creative

play.

The effectiveness of leadership and management of the early years provision

Staff fully promote children's safety and welfare in all aspects of the nursery provision. The policy and procedures regarding safeguarding and staff training are updated to ensure the information and knowledge reflect current practices. The risk assessments carried out provide appropriate information on outings and outside provision, which are reviewed. However, the risk assessment for indoors is not sufficiently detailed to ensure it covers all areas. The policies and procedures are in place and these have been reviewed and some updated, all are accessible to parents. The staff have been at the nursery for a number of years and provide a stable environment for both the parents and children. The recruitment and selection procedures in place include relevant checks, the induction of new staff and the process for carrying out staff appraisals. Training is discussed as part of the regular staff meetings which ensure their ongoing development is supported effectively. Staff work well as a team and contribute to the nursery's overall evaluation and development process. Parents contribution is through regular discussions with staff and the questionnaires. The children's responses are through their assessments and how they respond to different activities and routines. Managers and staff have a positive commitment to develop and improve what is provided for the children. This includes alterations to the outdoor area which enables the children access all year.

The nursery offers the children a happy and welcoming environment. The space and provision provide a good variety and range of activities and quality resources which reflect all areas of learning. Staff are deployed very effectively and are assigned children through the key person system. This ensures children's needs are responded to as and when required, which enables them to feel secure and confident. However, some provision in relation to the creative activities and snack time, does not provide the children with sufficient opportunities to be more independent, and to self-select resources for themselves. The staff ensure children have a positive awareness of their environment. This is managed through their gardening activities to nurture and grow plants and vegetables, caring for animals and respecting their environment. The staff encourage the appreciation of other cultures and backgrounds through providing different foods and artefacts. Staff ensure children are included and the resources promote diversity. The nursery support children and their families for whom English is an additional language. This includes providing information and ensuring language development is monitored, and children are engaged in the activities and opportunities provided.

The relationships with the parents is very positive. The daily contact with the staff and the role of the key person all contribute to the effective sharing of information. The initial welcome leaflet and the photograph album provides parents with a good insight into the range of play and learning experiences their children will take part in. Regular newsletters and questionnaires keep parents informed and enable them to offer their comments on the nursery. Children's assessments are provided twice a term which give parents an overview of how their children are progressing. They

have the opportunity to make comments and to discuss these with the staff. The links with the local school is good and teachers attend the nursery and children visit the school, such as for concerts. The sharing of information at this time ensures children's needs continue to be supported and transition into school is managed in a positive way.

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

Staff have a secure understanding of the Early Years Foundation Stage. The key person system provides children with effective support to achieve good outcomes. The staff are all responsible to observe their key children and contribute to their ongoing assessments. This enables staff to evaluate the activities to ensure these offer the children sufficient support and challenges for them to progress. The systems in place to observe and assess children are well presented and detailed. However, these are not all kept at nursery as they go home so there is no continual evidence of how the children have made progress, including assessment made from children's initial starting points. The activities and planning are discussed at the end of each day and at the regular team meetings which includes identifying children's next steps to progress. The staff take forward and support children's interests, such as things that they have done at home. Staff ensure they provide additional resources as requested by the children to extend their play and learning opportunities. Overall, there is a suitable balance of child and adult-led approach to the activities and resources in place. The range of experiences provided support and help children to develop their social skills which promotes a positive disposition to learn. Children are encouraged by staff to express their ideas and feelings, such as being happy or sad so staff can assist children to manage new situations or conflict. Children's behaviour is managed sensitively by staff who respond effectively to children's needs to support them. The children are encouraged to share, take turns and cooperate when playing. Reward stickers and valuing positive behaviour enables children to develop their self-esteem positively.

Children have very good opportunities to communicate and develop their listening and language skills. Staff offer the children a range of resources and activities through games and the use of phonics to teach sounds, letters and simple words. There is good provision for mark making through sand, chalk boards, painting and writing shopping lists. Literacy is developed through all areas of the nursery, such as with signs and labelling, and in using books, reading together or independently. Staff take photographs out in the environment and the children look, observe and match the objects to the photographs. Construction activities are used effectively with the children, such as them helping to make an igloo together in the role play area. This was linked to the weather and where people live in colder climates. Children have good opportunities to count, use numbers through their play to make connections, and to sort and match with shape, space and measures. Children learn number rhymes and being able to count everyday objects through their play activities. The daily access to the computers enables children to extend their skills in relation to problem solving, language and literacy. There is a combination of tools and activities provided both inside and outside which enhance the children's physical skills and mobility very well. This includes obstacle courses, throwing and

catching, and the parachute game. Children enjoy their music and movement sessions and to sing and use instruments. There are daily creative activities provided and children experience different mediums, such as paints, collage and model making. Children's pictures are displayed, but these are mainly taken home as requested by the children to share with their parents.

There is clear information on the promotion of good health and hygiene practices in the nursery. Children have facilities to manage their personal care and in the importance of having clean hands and to wipe their noses. Parents are informed of the procedure for the care of children when ill and the relevant exclusion periods. The children have daily snacks provided by the nursery and the option to have a light lunch or for parents to provide a packed lunch. The selection offered by the nursery promotes a healthy balance for the children through the week and menus are shared with parents. Different activities are incorporated through the year to develop children's knowledge of healthy eating. Staff place a high priority on children keeping safe. There are regular fire drills carried out and recorded. The children have a good awareness of the procedure to follow and what to do in such an emergency. Children have activities where they discuss about being safe, such as crossing the road and about strangers. The nursery invite visitors, such as the police which reinforce safety with the children. Through the routines in the nursery, staff promote safe practices with the children, such as walking not running around and to help tidy up and put resources away. The very good selection of equipment and activities provided fully support children's skills which they can take forward as they progress and move onto school.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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:

Met