

Berry Lane Nursery

Inspection report for early years provision

Unique reference number EY297245
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Inspector Kim Mundy

Setting address Scout Hut, Berry Lane, Rickmansworth, Hertfordshire, WD3 7HQ
Telephone number 01923 721213
Email pelliothouse@aol.com
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

Berry Lane Pre-school is run by a private provider. It has been in operation for some years prior to opening at the current premises in January 2005. The setting operates from Victor Barton Memorial Scout Hall in the Mill End area of Rickmansworth in Hertfordshire. The premises include a main hall and two cloakroom areas. Children have access to a secure area for outdoor play. The pre-school is open five days a week during school term-term only. On Monday, Wednesday and Friday sessions run between 9am and 1pm and on Tuesday and Thursday from 9am until 12pm. A maximum of 24 children may attend the provision at any one time. There are currently 27 children aged from two-years to under five-years on roll. Children attend for a variety of sessions. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language. The pre-school employs four staff and of these, two members of staff hold appropriate early years qualifications. The pre-school is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for by kind and caring staff that are very keen to continuously improve the outcomes for the children. They are introduced to positive learning experiences which enable them to make good progress in their learning and development. A positive partnership with parents, carers and other professionals enables children's individual needs to be met. Overall, children's health and safety are promoted well. Children are happy, safe and secure.

What steps need to be taken to improve provision further?

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

- install fire blanket in kitchen following manufacturer's instructions and include necessary detail in fire evacuation drill record
- provide opportunities for parents to be involved in children's learning
- increase children's opportunities to choose from a wider selection of resources in all six areas of learning and encourage boys' interest in early writing.

The effectiveness of leadership and management of the early years provision

The manager and staff work well together to provide a nurturing environment in which, overall, children are safe and secure. Rigorous staff recruitment procedures mean that staff are suitable to care for children and good systems are in place to ensure children's safe arrival and departure. Staff have a secure knowledge and understanding of child protection, taking necessary action when the need arises

and all visitors to the premises are recorded to further safeguard children. Risk assessments are completed for the premises and children practise the fire evacuation drill, although necessary details are not included in the fire drill record and the fire blanket is not installed in the kitchen. The manager provides a good range of toys and equipment to meet the needs of the children attending.

The manager uses the Ofsted self-evaluation form to help her and the staff team to identify the pre-school's strengths and areas for improvement. Parents' views are an important part of the self-evaluation process and questionnaires are implemented for them to complete. There has been good improvement since the previous inspection and this demonstrates a good capacity for further improvement. Continuous professional development is encouraged through attending training courses.

Strong and purposeful relationships are forged with parents and carers. Parents hold the pre-school in high regard and their comments include, 'My child loves coming, they are very happy, well looked after, and the staff are very friendly'. Parents are well informed about their child's progress towards the early learning goals and they receive regular newsletters about what is happening within the pre-school. Parents are welcome to help in the setting at any time.

The pre-school offers an inclusive service for all children. Each child is treated uniquely and any individual learning requirements are quickly identified. Children with special educational needs and/or disabilities are well provided for through individual learning plans. Staff work effectively with others, for example speech therapists, to support children effectively within the pre-school setting. Children with English as an additional language are supported as staff use gesture and visual prompts to help them feel settled and secure. Some of the staff also have British Sign Language skills. Staff are trying hard to establish good relationships with local schools that the children move on to. They have been successful with one particular school and the reception teacher visits to meet the children who are moving up to their class.

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

Emphasis is placed on developing children's healthy lifestyles. Children are encouraged to eat healthy snacks and take regular exercise. They develop control over their bodies as they use the climbing frame, tunnel, hula hoops, balls and wheeled toys. Children also enjoy dancing to music and playing musical instruments. At snack time, children find their name card to give to a member of staff. They pour their own drink, help themselves to a variety of fruits and talk about the importance of brushing their teeth. Children are learning to move around safely indoors as they are reminded of the rules on the climbing frame. During outdoor play, they discuss crossing the road safely. All necessary records are in place to promote children's well-being, such as accident and medicine administration records, and the manager holds a current first aid qualification.

Overall, children achieve well because the quality of teaching and learning is good.

Practices are consistent throughout the pre-school and staff develop good relationships with the children. The children's progress is carefully recorded in their learning journals, although parents' involvement in their children's learning is in its infancy. Learning journals clearly show how the children's skills are emerging. Children are developing good social skills as they play alongside and with each other. They are extremely well-behaved as they become involved in a good range of activities. Children are eager to help out in their pre-school and they clearly know what is expected of them as they respond to the bell as the snack bar opens and music at tidy up time. Children form a strong attachment with their key person and as a result, they feel safe and secure in whatever they are doing.

Children's early writing skills are developing as they make patterns in the sand and use pencils and crayons, although staff recognise the need to ignite some of the boys' interest to practise these skills. Art and craft activities help children to develop their creativity and imagination. From the children's responses, they obviously enjoy all that is on offer. They take part in activities of their own choice and are involved in adult-led practical activities. However, children are not consistently able to select from a wide range of resources in all six areas of learning. Children are developing an awareness of multicultural Britain as they celebrate various festivals, such as Diwali and Hanukkah. A range of toys and resources including those that reflect disabilities help children to appreciate differences.

Children show a keen interest in problem solving as they fit puzzles together, catch fish on magnets in the water play, thread sewing cards and build with construction toys. They are learning about living things as they plant flowers and bulbs, and collect leaves and conkers. Children enjoy making clay ladybirds to put on their leaves. They find out how things work as they use magnifying glasses, cash tills and the computer. In this caring environment, children are introduced to positive learning experiences which help to prepare them for their future learning.

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	3
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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