

Alverbridge Nursery

Inspection report for early years provision

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Inspection date

24/09/2009

Inspector

John Viner

Setting address

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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

Alverbridge Nursery first opened in 1997 and re-registered as a limited company in 2009. Alverbridge Nursery is a community group managed by a committee. It operates from the children's centre in Haselworth Primary School in Gosport, a residential area of Hampshire. There is an effective partnership with the school's reception teacher and the setting shares the school's cleaning and caretaking staff. The setting is in receipt of funding for free early education to children aged three and four. This is shortly to be extended to include children aged two. A maximum of 38 children may attend the nursery at any one time, six of whom may be under two. There are currently 102 children on roll from birth to under five, most of whom are in part-time places. The nursery is open each weekday from 8.00am to 6.00pm for 51 weeks a year. Children attend for a variety of sessions and come from the surrounding area. All children have access to secure enclosed outdoor play areas. There is a separate room for children under two. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs nine members of staff, all of whom hold appropriate early years qualifications. The setting is a member of the Pre-school Learning Alliance and holds their accreditation. The provider is registered on the Early Years Register and the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The excellent care that it provides and the high quality education that children receive ensure that they make good progress and are well prepared for their full-time compulsory school. The setting is very effective at meeting the needs of all children, including those with special educational needs and/or disabilities, because of the excellent assessment procedures that are used to plan interesting work for each individual child. This ensures that all are included, regardless of age or ability. There are outstanding partnerships with parents and others which provide excellent support for children's learning and development. The very effective leadership and the excellent team work of all the staff ensure that all adults are closely focused on making the provision the best it can be. The clear guidance given by the leaders and the involvement of the whole staff in monitoring and evaluation means that the setting has outstanding capacity to continue to improve.

What steps need to be taken to improve provision further?

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

- update fire evacuation procedures and ensure they are displayed more clearly for all staff and visitors
- increase the opportunities for problem solving, reasoning and numeracy in

the outdoor area.

The effectiveness of leadership and management of the early years provision

The nursery manager provides a clear, ambitious vision which is shared by the leadership team. They have a clear understanding of what the setting does well and are wholly committed to continuous improvement. This common sense of purpose extends to all adults who work together to create an inclusive, rich and stimulating environment for the benefit of all children. The weekly staff meetings, held out of working time, make an outstanding contribution to the leadership and management. They demonstrate the shared commitment of the staff to ongoing development. The leadership effectively monitors practice through observation, linked to a well planned programme of professional training and development. All safeguarding procedures are met and rigorously implemented. Self-evaluation builds on the leadership's vision and identifies clear actions for improvement. The setting has judged themselves to be good in many aspects and outstanding in a few. This slightly underestimates the quality of this excellent provision.

Partnerships with parents and others are outstanding. The setting actively engages with all parents. They are well informed about the work of the setting and with the progress their children make. They contribute to their child's assessment and have free access to their 'memory book', which they retain when their child leaves. Their views and suggestions, and those of their children, are welcomed valued and acted on. For example, cups are provided because a child said that he no longer wanted his milk from a carton. Parents speak very highly of the partnership with the setting. They respect and trust the manager and appreciate the support she provides for both the children and their families.

The excellent partnership with Haselworth School gives children access to advanced resources, such as the computer suite. The use of the school canteen for the older children helps them to become familiar with the school so that those who transfer there have a smooth and effective transition. There are very good links with external agencies so that children and families with specific needs receive the maximum support to which they are entitled.

Furniture and equipment is of high quality, it is well maintained and supports all areas of learning. Classrooms are clean and stimulating with free access to well equipped, safe outside areas. However, the procedures for evacuation in the event of a fire are not clearly enough displayed. Staff are effectively deployed so there is a constant focus on the learning and well-being of all children.

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

All children have access to a wide range of interesting indoor and outdoor activities that stimulate their interest and help to develop enquiring minds. Provision is outstanding because it is tailored to meet each child's individual needs so that they

make excellent progress in all aspects of their learning and development. Parents are engaged in their child's assessment as soon as they join the setting and help their key person to plan their child's programme in detail. Staff have a very good understanding of the Early Years Foundation Stage and their planning ensures that all aspects of the framework are covered. They carefully track each child's progress through detailed observations and keep comprehensive records, including notes, samples of work and photographs. Parents can see assessment records and are invited to contribute to them. The work samples and photographs are used to create a carefully annotated ongoing record of each child's learning journey. When they move on, the detailed progress records are passed to the child's school.

Children enjoy their learning and, at the end of the day, many are reluctant to go home. The very young children are well cared for in a safe environment which aids their social and physical development. Babies are tenderly supervised by caring staff who constantly talk to them to stimulate their language and understanding. They are content, happy and confident. Older children thrive in the rich learning environment available to them. Adults are diligent in supporting learning through conversation and questioning that helps to develop and extend communication skills. Children talk confidently to adults and to each other and enjoy beginning to count and make early attempts at writing. In story time children show that they listen well and are beginning to ask questions. The daily snack time provides a good opportunity for children to develop social skills and to understand about being healthy. One little girl was heard to proudly tell her mother how important it was to wash her hands before eating. The outside area is well planned, although, there are not enough opportunities for mathematical development. Staff help children to develop their physical abilities, for example, by playing catching games and encouraging them to use the climbing equipment. Behaviour is outstanding. Children respond well to adults and to each other. They are developing an independence that will help to prepare them for the future.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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	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