

Newnham Nursery

Inspection report for early years provision

Unique reference number

EY395187

Inspection date

26/01/2010

Inspector

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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*.

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Description of the setting

Newnham Nursery was registered in July 2009. It is run as a not-for-profit organisation and has charitable status. It operates from the community rooms next to Newnham Croft Primary School, Cambridge. Children have access to the fully enclosed outdoor play area.

The setting receives funding for early education. It is open each weekday during term time only and sessions are from 9.00am to 12.00pm, with the option of an extended session until 2pm on each day except for Thursday. The setting is registered on the Early Years Register to provide 20 places and there are currently 27 children on roll who are within this age group. The setting serves a wide catchment area. A small number of children attend other settings such as other local nurseries. The setting maintains close links with the school on which it is sited. It currently supports a number of children who speak English as an additional language.

There are four staff members, all of whom hold relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting has a positive attitude to self evaluation and thorough procedures to support the ongoing review of their work. This enables them to devise clear action plans and implement improvements, thereby, providing a service which is responsive to children's needs. Staff have a thorough knowledge of each child's needs because they work well with parents. They can, therefore, ensure that these are consistently met and they are offered appropriate support to participate meaningfully in activities and play opportunities. Staff's positive interaction with children and their confident approach to enabling them to develop their own play are key strengths. This means that children are actively involved in their learning and develop positive attitudes and skills for the future.

What steps need to be taken to improve provision further?

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

- improve the use of information gathered from parents to enhance children's good progress towards the Early Learning Goals.

The effectiveness of leadership and management of the early years provision

Children's welfare is consistently promoted because the setting has robust safeguarding procedures. Staff attend additional training and have clear policies that ensure they are able to work together to protect children. Stringent checks

are carried out to make sure that all staff are suitable to work with children. Thorough risk assessments and daily safety checks mean that hazards are minimised and children's safety is promoted. Children are building a good understanding of safety issues as staff offer them clear explanations and they participate in relevant activities and discussions. For example, visits from police officers help reinforce their understanding of road safety and stranger danger.

The manager has a clear and ambitious vision for the future, fully involving staff and parents in reviewing the setting's practice. The positive attitude to feedback and ability to prioritise improvements means that changes are introduced sensitively and their impact is monitored. For example, new procedures for snack time mean that children are able to choose when to have their snack, serve themselves and clear away afterwards, thus, promoting their independence. Staff work well as a team, with clearly defined roles and responsibilities. This means that children's care is consistent and they are offered appropriate support. Staff are well supported by managers and are encouraged to attend further training. This creates a positive environment, where both staff and children are happy. Resources are used well to promote children's learning and development. For example, when setting out the room, staff make sure that the toys and equipment relate directly to children's current interests, their learning needs and their requests.

Managers and staff have a clear understanding of anti discriminatory practice. They are aware of the impact of their practice and ensure that policies are consistently implemented to support them in providing a service which is inclusive for all children and their families. They work closely with parents and carers to ensure that they fully understand each child's culture and needs, taking account of these when planning activities. Children's self-esteem is promoted because their views and contributions are always valued. Good communication with parents means that staff are able to work well in partnership with them. Parents receive thorough information about their child's progress and activities, for example, through informative displays, open evenings and daily talks with staff. The setting also works well with other professionals. For example, they have strong links with the school and can, therefore, work with them to prepare children for this transition.

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

Children make good progress and are well supported because staff have a confident knowledge of the Early Years Foundation Stage. They implement thorough procedures for assessing children, using this information to inform activity planning and ensure that children are offered appropriate activities that promote their development. Staff gather information from parents to help inform activity planning. However, this information is not used to the maximum to fully enhance children's good progress. Children are encouraged to develop their own play and staff make informed judgements about when to intervene in order to extend children's understanding. This enables children to play an active role in their learning and, thus, develop positive attitudes to this.

The attractive and generally accessible environment enables children to make independent choices about their play. Their enjoyment is enhanced and their learning extended because staff join in appropriately with their play and discussions. For example, children explore the outdoor toys before a staff member joins them and they work together to set up a roadway with traffic lights. The appropriate provision of resources means that children are supported in gaining valuable skills for the future. For example, they learn about the uses of information and communication technology as they use the laptop computer, competently choosing and completing programmes. Children learn about healthy lifestyles as they participate in activities and discussions, for example, reading relevant books about the importance of healthy eating, sleep and exercise.

Thoughtful planning means that children are offered opportunities and gentle encouragement to express themselves and to appreciate the views of others. An example of this is group time, where children take turns to discuss issues and events that are important to them, they thoroughly enjoy this time and show good skills in communicating and listening to each other. Children's development is promoted because staff make good use of incidental learning opportunities. For example, whilst helping to prepare the snack, a small group of children discuss their favourite foods and are encouraged to explore this topic further when the staff member introduces vocabulary such as 'professional chef' and encourages the children to name the fruit in other languages. Children are gaining a thorough understanding of appropriate behaviour as staff act as good role models, gently explaining to children the implications of their behaviour and encouraging them to work together to resolve issues.

Children who speak English as an additional language are offered appropriate support to enable them to make good progress. They are supported in developing their use of English and their own language is also valued and used within the setting on a daily basis. For example, whilst participating in action rhymes, children count to ten in English and then repeat this in Japanese. The good procedures for working with parents mean that children who have special educational needs and/or disabilities are offered appropriate support to enable them to participate meaningfully. Good planning means that appropriate resources are readily available and children are encouraged to explore and experiment. For example, children enjoy exploring the scented play dough and later adding further items, such as glitter and oats to this and incorporating it into their role play.

Children's behaviour demonstrates that they feel safe. They confidently select resources and play independently or with other children and staff. They develop further skills for the future as they share ideas and work together. For example, children discuss their ideas for a role play scenario and then work together to gather the equipment they need and organise their play. Children have many opportunities to develop early reading skills and an appreciation of books. For example, they choose both reference and fiction books to explore independently and enjoy choosing favourite books for group story time.

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

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| 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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