

Old School House Nursery

Inspection report for early years provision

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EY397789

Inspection date

12/01/2010

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*.

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

The Old School House Nursery is privately run and has been established since 1996. It is situated in All Saints Primary School in the centre of the village of Claverley, Shropshire and has been at this site since 2009. The nursery has use of purpose-designed rooms that include toilet and kitchen facilities. There is a fully enclosed area for outdoor play and in addition the nursery has use of the school hall. The nursery is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. A maximum of 24 children may attend from two to 11 years.

There are currently 30 children on roll in the Early Years Foundation Stage. The setting also provides for children before and after school and during the school holidays. The nursery sessions are from 9:00am to 3.15pm and the before and after school club runs from 7:45am to 9:00am and 3.15pm to 6:00pm. The setting is open throughout the year except for bank holidays, two weeks in the summer and one week at Christmas. The setting is in receipt of funding for the provision of free early years education to children aged three and four years. Extra curricular activities such as weekly French, yoga, dance, drama and sports activities are also offered. Five staff work with the children of whom, all hold a relevant early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management and staff promote positive relationships with the parents/carers and the children. They liaise well with other providers of the Early Years Foundation Stage (EYFS) which fosters inclusion for all children on roll. The indoor and outdoor areas provide a good range of opportunities to extend children's learning across all areas of their development. The systems in place to evaluate the setting are effective and include ongoing input from the management, staff, parents and their children. The capacity to make further improvement is strong. Most systems to assess the risk of cross infection and systems to prepare children for changes that occur in their routines are in place.

What steps need to be taken to improve provision further?

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

- ensure risk assessments include anything that a child may come into contact with, this specifically relates to minimising the risk of infection
- support children in feeling safe and secure through preparing them for changes that may occur in the routine, this specifically relates to the arrival of visitors.
- extend children's interest in technology providing a range of suitable remote controlled toys.

The effectiveness of leadership and management of the early years provision

Leadership and management of the nursery is good. The staff team provide a warm and welcoming environment for the parents and their children which fosters good outcomes for all children on roll. The staff also liaise closely with other providers of the Early Years Foundation Stage (EYFS) which ensures inclusion for all children. The risk assessment procedures are good and include all outings involving the children which keeps them safe. However, the risk assessment systems do not always fully identify risks to children's health with regard to cross infection, for example children's access to the toilet brushes. Risk assessment includes verifying the identity of all visitors to the pre-school. However, children's sense of feeling secure and safe are possibly compromised as they are not always prepared for changes that may occur in the routine, such as the arrival of visitors. Children are effectively safeguarded and protected because all staff have a good understanding of the procedures to be followed. All staff are suitably checked and vetted.

The staff support children with special educational needs and/or disabilities and those children who speak English as an additional language. For example, they liaise closely with the parents and other professionals to ensure children's needs are fully identified and met. They also foster equality of opportunity ensuring all children are fully included at all times. The systems in place to self-evaluate ensures input from the management, staff, parents and their children. The nursery's capacity to make further improvement on an ongoing basis is strong. Embedding ambition is a key focus of the management to ensure continually good outcomes for all children on roll.

Engagement with parents is very good. The parents have free access to their child's learning and development files at all times which provides parents with information about their child's developmental progression. The daily verbal and written exchanges of information between the parents and the child's key worker ensures children's needs are fully met. Parents have free access to the settings policies and procedures.

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

Children find out about their environment, identifying features and noticing the natural world. They enjoy regular visits to the nearby Forest School site. Here the children enjoy a broad range of activities in the outdoor environment including playing in the mud in their Wellingtons, playing hide and seek and building shelters. The children take picture cards with them of various plants, insects and birds to look for and they enjoy lifting the logs and stones and using magnifying glasses to find woodlice and spiders. Children continue their learning back at the setting, taking leaves and pine cones back for a closer look. Other outings enjoyed by the children include walks around the local village looking at the various shapes,

letters and numbers they find on buildings along the way. They also visit the local church during Christmas and Easter festivals. Children enjoy having visitors to the nursery to extend their learning. This includes a visitor who brings in bees for the children to look at and some honey from the bees for the children to taste another visitor introduces the children to sign language encouraging them to try some simple sign language techniques with each other and the staff. The nursery provides the children with a range of learning opportunities through weekly visitors such as the yoga instructor and the football instructor who encourage the children with their physical skills. The children also enjoy regular visits from the French teacher who encourages the children to learn simple words and sentences and talk to each other using the French language.

Children enjoy daily access to the outdoor play areas and can move between these areas as they wish during child-initiated play times. They enjoy using spades and rakes in the snow and in the outdoor sand tray where they fill and empty using buckets and scoops. The children enjoy using various outdoor areas within the primary school to extend their physical skills. For example, they use various parts of the playgrounds to ride their trikes and cars, climb and balance and run around in the fresh air under close supervision of the staff. They also use the school field to explore wildlife and plants. The children are beginning to recognise the importance of keeping healthy and those things that contribute to this. They know to wash their hands before eating and after playing outdoors or visiting the toilet and do this independently. The children have lunches in the school which provides them with a varied and balanced diet including meat, fish, vegetables and fruit and they enjoy fruit and drinks of milk or water for snack times. They also learn about the importance of a healthy lifestyle through stories and activities and discussions during meal times. Children are beginning to learn about keeping themselves safe. They are involved in regular evacuation procedures and talk about why they do this. They also have visitors to the setting such as the community police officers and road safety officers who talk to them about personal safety and road safety. Children show they feel safe as they confidently approach the adults caring for them when they need support and need to feel secure in the environment. They behave well and have a high regard for one another and the adults caring for them.

Children are beginning to use technology to support their learning. They enjoy regular use of computers exploring various programmes to support their problem solving skills such as counting, addition and subtraction and shape recognition. They are developing their manipulative skills as they use the keyboard and mouse to move around the screen. However, children's access to remote controlled toys is limited thereby possibly compromising this area of their learning. Children further their learning about numbers as they count the girls and boys at the snack table and find the correct number of plates and cups they need. They also explore counting as they clap along to today's date each day. Children use a broad range of tools to promote their small physical development including brushes to create paintings, glue sticks and scissors to make collages and pencils and crayons for drawing. They also use the hammer and chisel to break down ice blocks as part of their learning about the world around them. Children use tools to mould and cut play dough and they use their fingers to make marks when exploring gloop.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They play with a range of resources that positively reflects diversity such as dolls and small world people depicting various cultures and images of disabled people and they read story and reference books about religion and cultures around the world. They also explore various festivals around the calendar year through arts and crafts and food tasting. Children explore family groupings of their own and other families through discussions and activities. This fosters inclusion and equality of opportunity for all children on roll.

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

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