

# Newton Nursery

Inspection report for early years provision

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**Unique reference number** EY294310  
**Inspection date** 06/11/2009  
**Inspector** Tara Street

**Setting address** Newton Primary School, Hall Lane, Newton, Alfreton,  
Derbyshire, DE55 5TL

**Telephone number** 07922111812

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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## Description of the setting

Newton Nursery is run by a voluntary committee who delegate day-to-day responsibility to the staff. It opened in 2004 and operates from the nursery playroom within Newton Primary School in Alfretton, Derbyshire. There are no issues which may hinder access to the premises. Children have access to a secure enclosed outdoor play area. The nursery serves the local area and surrounding villages. A maximum of 26 children aged two to five years may attend the setting at any one time. The group is open five days a week from 8.50am to 11.50am term-time only.

There are currently 32 children on roll who are within the Early Years Foundation Stage (EYFS). Of these, 16 are in receipt of funding for early education. The setting supports children who speak English as an additional language. The provision is registered by Ofsted on the Early Years Register.

There are seven members of staff, including the managers, who work directly with the children. All of the staff hold appropriate early years qualifications to Level 3 and above. The club is a member of the Pre-school Learning Alliance and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a good nursery where children are provided with high levels of care and make positive progress in their learning and development. Staff offer an inclusive and welcoming service, supporting all children to actively participate in activities which meet their individual interests and developmental needs. Children are confident, independent and clearly enjoy their time at the nursery. The nursery is led by motivated and experienced managers who embrace the process of self-evaluation and demonstrate a very positive attitude towards continuous improvement.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- request written permission from all parents at the time of each child's admission to the provision for seeking any necessary emergency medical advice or treatment in the future (Safeguarding and Promoting Children's Welfare). 21/11/2009

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

- update policies and procedures to ensure they are fully in line with the statutory framework for the Early Years Foundation Stage
- develop further use of local resources to further enhance children's understanding of the world around them.

## **The effectiveness of leadership and management of the early years provision**

The managers and staff work together as a motivated and cohesive team as they share a commitment to offering the best possible experiences to children and their families. Children are cared for by staff who have completed a wide range of training to ensure they have strong knowledge and understanding of their roles and responsibilities. Most of the records, policies and procedures, which are required for the safe and efficient management of the setting, are in place, although these have not yet been updated to ensure they fully reflect the Early Years Foundation Stage requirements. These are implemented appropriately to ensure that the needs of all children are met and that they are protected. However, written permission is not consistently requested from parents for the seeking of any necessary emergency medical advice or treatment in the future, which is a requirement of the Early Years Foundation Stage. All staff have an up-to-date understanding of safeguarding children issues. Thorough risk assessments of the areas accessed by the children are conducted and the nursery is stringent in the organisation of routines to ensure children's safety is prioritised. Robust vetting procedures are in place to ensure that children are cared for by suitable people.

The manager and staff strive to improve their practice, consistently monitoring and evaluating the quality and standards at the nursery. Regular staff meetings provide valuable opportunities for staff to share good practice and to identify their training needs, which are prioritised by the managers. Recommendations made at the last inspection have been fully addressed. A positive equality and diversity policy outlines a commitment to promoting inclusive practice at the nursery, ensuring all children can achieve as well as they can regardless of their background. Staff's organisation of the environment and resources appropriately supports children to become independent learners and develop confidence.

Managers and staff demonstrate a clear commitment to working in partnership with parents and provide regular opportunities for parents to become involved in the life of the nursery. The nursery has successfully established links with the other early years settings that children attend to ensure optimum continuity of care. The managers employ a whole group approach and are enthusiastic and passionate about their role in raising standards for children.

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

Staff demonstrate a strong knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. The nursery effectively assesses children's starting points at registration and this

enables staff to value and build upon their existing skills. Staff plan purposeful activities, which reflect a wide range of learning opportunities, covering all six areas of learning. Children benefit from a balance of adult-led and child-initiated activities and the routine is flexible to allow them to pursue their own interests. As a result, children are motivated, interested and enjoy learning.

Staff are intuitive of children's individual learning needs and routinely undertake sensitive observational assessment to identify children's learning priorities. As a result, all learning experiences are relevant and match children's stages of development. There are plenty of opportunities for children to play alongside each other and staff introduce situations to encourage turn taking and sharing of resources. In addition, staff make very good use of incidental opportunities to develop children's natural curiosity. For example, initiating discussions about insects after finding caterpillars in the organic garden where they plant and care for bulbs, winter pansies and vegetables.

Children thrive and achieve well as staff spend the majority of their time at their level, interacting with them. Children are able to make choices and can easily access a wide variety of resources and equipment. Children develop good language skills as staff talk to them constantly about what they are doing. For example, children use the words 'clean' and 'germs' whilst washing their hands. Children routinely learn about health and staying safe through activities and daily routines, for example, through reminders about using the large play apparatus sensibly. The nursery fully promotes healthy eating by providing all children with a well-balanced range of nutritious snacks. The rich, varied environment fully supports children's development in all areas.

Children are beginning to develop an understanding of diversity as staff encourage positive, open discussion about people's similarities and differences. They enjoy regular visitors to the setting to promote their awareness of the world around them, such as 'The Animal Woman'. However, local resources are not fully utilised to further enhance children's understanding of their community and the locality. Children develop basic numeracy skills from a young age to enhance their future economic well-being. For example, children are encouraged to develop their counting skills through everyday routines, such as counting the number of ducks in the water tray and singing counting songs. Children have regular opportunities to collaborate, negotiate and narrate as they build dens, make sand cakes and play with the role play hairdressing equipment.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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