

Wygate Foundation Nursery School

Inspection report for early years provision

Unique reference number	EY240956
Inspection date	24/11/2009
Inspector	David Wynford Jones
Setting address	Spalding Primary School, Woolram Wygate, Spalding, Lincolnshire, PE11 1PB
Telephone number	07886 895573
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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

Wygate Foundation Nursery School opened in 2002. It operates from two adjoining mobile classrooms within the grounds of Spalding Primary School. The provision is managed by a voluntary committee which includes parents and representatives from the school. The setting is on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The setting is registered to provide care for a maximum of 42 children aged under eight years at any one time. The nursery currently takes children from two years of age and also offers care to children aged eight years to 11 years. The pre-school and the nursery are open on Monday to Friday during term time only. Morning sessions run from 9.00am to 11.30am with afternoon sessions from 12.45pm to 3.15pm. The breakfast and after school clubs operate Monday to Friday, term time only between 7.30am until 9.00am and 3.15pm until 6.00pm. During school holidays a play scheme runs each weekday between 8.30am and 5.30pm.

There are currently 74 children on roll, of these 48 are within the Early Years Foundation Stage and all are in receipt of funding for early education. The setting offers places to children from the town of Spalding and surrounding rural areas. There is suitable access for adults and children with physical disabilities. The setting has systems in place to support children with special educational needs and/or disabilities and those who speak English as an additional language. The children have access to a secure outdoor area.

The setting employs eight members of staff. The provision is managed by a qualified teacher. There are five other members of staff who hold recognised childcare qualifications. The setting receives support from the local authority and works closely with the Spalding Primary School.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good and meets the needs of children in the Early Years Foundation Stage well. The nursery has good capacity for further improvement. Effective leadership, good team work and excellent links with parents ensure that all children are happy, included and well cared for. As a result, the children want to attend and enjoy learning. They make good progress in their social development and to becoming independent learners.

What steps need to be taken to improve provision further?

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

- analyse assessment information to identify strengths and areas for development for the different groups of children
- develop the provision for outdoor play to further support all areas of learning

- review the roles and responsibilities of management committee members in contributing to the strategic direction for the work of the setting.

The effectiveness of leadership and management of the early years provision

The safety and welfare of the children have a high priority. All relevant policies are in place. Procedures for safeguarding children are good. Routine risk assessments are thorough and regular. Staff are consistently vigilant but especially at the start and end of the sessions. They check each child into the nursery and make certain that, at the end of the session, the children are handed over safely to the named person. Accidents are dealt with well because most of staff hold first aid certificates. However, none of the staff have been trained in safe food handling. The setting is aware of this and taking appropriate action. There is a named member of staff who manages the support of children with special educational needs and/or disabilities and ensures that everyone is included in the range of activities undertaken during each session. Children learning to speak English as an additional language are given good support and the setting works well with other early years professionals.

The manager is working effectively with staff to review the provision and to clearly identify the next steps to help improve outcomes for children. She is supported well by an able deputy who contributes much to the day to day running of the setting. The manager encourages staff to contribute to the vision for the development of the setting through regular staff meetings and curriculum planning sessions. As a result, self evaluation accurately reflects the setting. It is based on a detailed evaluation of the development plan and clearly identifies the setting's strengths and areas for development. Managers are currently in the process of reviewing the outdoor provision. Although, staff make the best use of the limited space, it is not currently used as a natural extension for classroom activities which enables children to develop their ideas and use resources in a creative way as they extend their play from inside to outdoors and vice versa. The committee are supportive. However, many of the committee are have as yet to clarify their role and responsibilities in contributing to the vision for the development of the provision.

Good assessment procedures are in place. Key workers make good use of assessment information to track children's progress and to plan future work. They record the all round development of each child. These are regularly shared with parents. However, the assessments have yet to be analysed at a strategic level to identify areas of strengths and weaknesses in the children's learning. Links with parents are excellent. Systems for communication are very effective and firmly embedded. The setting welcomes the involvement of the parents in their children's learning and provides opportunities for them to join in with various social, fund raising and educational events. Discussions with parents confirm they are very pleased with the provision and appreciate the regular contact with members of staff.

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

Induction processes are good. Staff are welcoming and work together effectively to ensure that the children are happy, feel safe and settled. The children quickly form good relationships with members of staff and with each other. As a result, they behave well and quickly grow in confidence. The emphasis placed on ensuring a good balance between adult and child initiated activities provides the children with effective opportunities to develop their independence and to enjoy learning.

Staff assess that most children start with skills and knowledge broadly similar to those typical of their respective ages. Key workers provide good direct support and guide each child's learning experiences. As a result, the vast majority make good progress, particularly in developing their social skills and in taking responsibility for themselves. Staff are working together well to formulate and refine short and medium term planning. There is a two year thematic cycle to ensure that the children are offered continuity. Topics are planned for each term and are closely linked to the goals expected for the children's ages. Overall, there is a good balance between activities led by adults and those initiated by the children.

Children are developing a good understanding of contributing to the community by sharing, helping to put equipment away and by raising funds for charity. Their understanding of healthy living is good. They act responsibly as they help themselves to milk, fresh fruit or vegetables and know why eating fruit helps them stay healthy. They know the importance of putting on their coats when going outside to play in cold or damp weather.

The breakfast and after school clubs provide the children with good opportunities to relax in a secure social environment. They are able to play and talk with their friends and choose their activities. The good progress the children make in developing their social skills and to becoming independent, combined with the good links with the primary school prepare them well for the next stage of their education.

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	1

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

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