

Clanfield Nursery School

Inspection report for early years provision

Unique reference number	109851
Inspection date	08/03/2010
Inspector	Michelle Ann Parham

Setting address	St. James Church Hall, South Lane, Waterlooville, Hampshire, PO8 0RA
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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

Clanfield Nursery School has been established for over 30 years. It is a privately owned pre-school group which operates from St James Church Hall in the village of Clanfield in Hampshire. Children attend from the local community and surrounding areas, and the pre-school is registered to provide care for 24 children in the early years age range. The premises are accessible, however, do not have disabled access toileting facilities. There are currently 49 children on roll in the early years age group. This provision is registered by Ofsted on the Early Years Register and compulsory and voluntary part of the Childcare Register. There are systems in place to support children who have special educational needs and/or disabilities and those who have English as an additional language. The pre-school operates term time, Monday, Wednesday, Thursday and Friday 09:00 to 15:30 and Tuesday 09:00 to 12:00. Children attend for full or part time sessions. The pre-school use the church garden for outdoor play area. There are seven practitioners working directly with children, of which six hold relevant early years qualifications. The pre-school receives support from the local authority and has achieved accreditation status through the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development through effective delivery of the Early Years Foundation Stage (EYFS). All welfare requirements are successfully promoted with some aspects outstanding to ensure a quality service for children and families. Commitment to continuous improvement through taking advantage of further training opportunities, comprehensive evaluation of practice and working cohesively as a team ensures the pre-school is continually evolving.

What steps need to be taken to improve provision further?

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

- ensure the planning system in place clearly identifies key objectives for children's learning and development based on what they know and can do, including clear evaluation for whether targets are met
- review current system to collate information about children's starting points to ensure they are sufficiently interested and appropriately challenged when they first start at the pre-school
- introduce systems to assess suitability of new and existing practitioners particularly in regard to health.

The effectiveness of leadership and management of the early years provision

The majority of practitioners have attended child protection and as a result have a good understanding of indicators that would cause concern. They are clear of the procedure to record existing injuries and report concerns to the relevant agency if required. Overall recruitment and vetting procedures are robust and practitioners are never left unsupervised until checks are completed. However, there are currently no systems in place to ensure suitability in regard to health of new or existing practitioners. Risk assessment is completed for the setting and for outings to promote safety and all hazards have been identified and minimised. Security of the hall is well maintained and practitioners have effective systems in place to monitor children in the church garden area through use of a whistle to indicate concerns and through expected codes of behaviour. Practitioners are aware of who is collecting children and have effective procedures in place for alternative arrangements. All records are maintained for the safe and efficient management of the setting including accident, medication and register of attendance. Fire evacuation is practised regularly which ensures children and practitioners leave the setting swiftly and efficiently in the event of an emergency.

Management communicate high expectations and are rewarded with enthusiastic and motivated practitioners who have a shared vision for the setting and commitment to providing a quality service. They enhance practice through attending a wealth of further training to keep abreast of new initiatives and changes to legislation; also making good use of early years publications and forums for information and sharing good practice. Management provide clear direction and work hands on in the setting which contributes to effective monitoring and support for practitioners. All practitioners are involved in planning and routinely evaluating the setting.

Systems such as 'star and wish' and, for example, introducing information to promote healthy lunch boxes for parents are two examples of how changes implemented to influence practice and improve outcomes for children.

Comprehensive self-evaluation is completed and views are actively sought through questionnaires of parents and children which further contribute to management having very good understanding of strengths and areas for development. Most recommendations have been comprehensively addressed from previous inspection, however, some minor improvement are still required in regard to planning systems and collating information about children's starting points to positively influence progress children make.

Practitioners are deployed well around the setting which ensures that all children are effectively supported and supervised. All spend their time fully engaged with the children which has a positive impact on building warm and trusting relationships and progress and learning. Practitioners provide a good range of play resources and activities which are rotated regularly for renewed interest and make best use of storage and room facilities within the constraints of the building. Children benefit from the settings commitment to sustaining the environment as

they learn about the importance of recycling using craft bank resources, junk for modelling from parents and not to waste water for example.

Practitioners recognise that children are unique and individual and ensure that all can participate at their own level. For example, during focus key person time, younger children are not expected to participate at activities for lengthy periods if their concentration wanes and children with additional needs are provided with appropriate adult guidance and suitable furniture to ensure they are fully included, safe and supported. The Special Educational Needs Coordinator and key persons work closely with parents to ensure they are fully informed if children have additional requirements. Excellent links with other agencies such as Portage, Speech and Language and Occupational Therapy promote working in partnership to fully support children and help them make best progress. Resources within the pre-school portray positive images of all members of society and some festivals and events are celebrated such as Chinese New Year which contributes to children developing understanding and respect for others, self-esteem and knowledge of the wider world. Partnership with parents is a key strength with excellent procedures in place to regularly share children's learning and achievements such as termly meetings with key persons and daily discussion. Prominent notices, updates and newsletters ensure effective information sharing and the pre-school has made important links with other providers of the Early Years Foundation Stage to share next steps to promote children's learning and development.

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

Practitioners provide a well resourced and organised environment with a selection of resources that are easily identifiable for children to explore and investigate their own choice of play. Independence is strongly promoted as children develop important self-care skills such as pouring drinks, putting on their own coats for outside play or visiting the toileting area which contributes to developing confidence and ease of transition to school. Children evidently feel safe and secure at the pre-school as they are active participants, confidently interacting with practitioners and peers and respond well to the routine of the day. They learn to keep safe and to say no if they are not happy as practitioner's help children think about how they feel and be emotionally safe. They also learn about fire safety through exciting activities such as a visit from the fire officer with the fire engine and how to keep safe in the setting by not running inside or throwing toys.

Children have very good opportunities to recognise their own name as they self-register on arrival and gain a good understanding that text has meaning through a variety of print displayed around the setting and good use picture and font labelling. Practitioners are highly effective throughout play of extending learning as they make good use of all opportunities to include counting, colour, and shape or number recognition. For example, children count at circle time such as how many are present and in pretend play learn mathematical concepts such as weighing out the play dough. They have interesting activities that promote being healthy, concepts of size and knowledge and understanding as they grow flowers and vegetables such as potatoes, beans, cress and sunflowers; learning how to care for

things and about foods that are good for the body.

Healthy eating is highly promoted at the setting with children enjoying varied fresh and dried fruits, savoury snacks, milk and water. Children are also very well hydrated as they provide their own fresh water bottles to access independently throughout the day and parents are encouraged to provide healthy pack lunches with suggestions provided if required. Children adopt excellent habits for being healthy as they know why it is important to clean hands regularly with stringent routines in place. Individual towels prevent the spread of infection and children are excluded if they are ill and infectious. Physical play is encouraged with children learning the effect exercise has on the body such as making them hot and thirsty. Practitioners offer continuous provision which encourages plenty of outdoor play, fresh air and exercise and children join in enthusiastically to favourite physical activities such as Boogie Mites and action songs and rhymes.

Children's behaviour is extremely good in the setting as they share and play cooperatively with peers and any small disputes are handled with ease and sensitivity. They benefit from a wealth of praise and encouragement and compliments offered from practitioners which has a positive impact on their self-esteem and sense of belonging. Children thrive on special tasks such as ringing the routine bell and announcing information to practitioners and peers, they are offered stickers for reward such as helping to tidying away toys which contributes to them being a positive and productive group member. Children learn about acceptable behaviour and have simple rules which encourage kindness, listening and sharing. Practitioners are highly skilled in their engagement with children being excellent role models and promoting good manners and social skills. They know the children well and provide resources to foster individual interests. Children enjoy daily access to the computer using programmes that promote understanding of colour, sequencing, number and letters which contributes to developing important skills for their future economic well-being. They are very happy at the setting where they are fully supported and actively participate as they achieve and enjoy through play and worthwhile experiences.

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	1
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

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	1
The extent to which children make a positive contribution	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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