

Weydown Nursery School

Inspection report for early years provision

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02/02/2010

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

Weydown Nursery School has been under the current ownership since 2003. It operates from two rooms situated in Our Lady of Lourdes Church Hall in Haslemere. A maximum of 26 children may attend the provision at any one time. The setting is open five days a week during school term times. Sessions are held from 09:00 until 12:00, Monday to Friday. These extend to 15:00 hours on Monday, Tuesday, and Thursday for children who receive nursery education funding.

The nursery currently has 36 children on roll. Of these, 25 children receive funding for nursery education. The provision takes children from the local community. Currently the setting supports children who have special needs.

There are seven members of staff who work with the children, all have experience and six hold relevant early years qualifications. The setting receives support from the Surrey Early Years Development and Childcare Partnership, and the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are supported well in their development as they make good progress towards the early learning goals. Staff's well developed knowledge of each child ensures they successfully promote children's individual learning and development. The staff work well as a team, they complement each other making good use of individual skills. Evaluation of resources, activities, staff training and the setting as a whole makes sure that priorities for development are identified and acted on, resulting in continuous improved outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop systems to incorporate parents' comments into children's individual records to ensure they contribute to and are fully involved with their child's learning on a regular basis
- expand on opportunities for all children to use information technology equipment in different learning areas.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because staff have a good understanding of child protection procedures and they know how to implement the policies if any concerns are identified. Full written child protection policies are in place and are

shared with parents to ensure they are fully aware of the setting's safeguarding responsibilities. There are clear procedures in place for the recruitment, vetting and induction of new staff. All visitors are required to sign in and out of the nursery, ensuring an accurate record of everyone coming into contact with the children. Written risk assessments and daily checks are carried out to ensure the children are cared for in a safe and secure environment.

The staff work well as a team and share a clear vision for the future. They are all involved in evaluating the success of activities, the popularity of resources and the layout of the hall. They have all recently been involved in deciding upon additional equipment and storage solutions that will have the greatest impact on the children. The group have made good progress since the last inspection, they have welcomed the introduction of the Early Years Foundation Stage (EYFS) and implemented new ideas to meet all the requirements, recommendations that were raised previously have been fully addressed. Through the training plan staff will continue to develop their professional knowledge and capabilities.

Staff present the hall to the children well, they fully consider the areas of learning and how these will be promoted through the different activities and the good quality resources they prepare for children. With the addition of the new storage units children can now be more independent in selecting their resources within given areas. Staff deploy themselves very well throughout the day and rotate on routines such as snack time and outside play. Children have equal access to the resources, outdoor area and play materials. They are beginning to learn about their immediate environment and the world around them through resources, activities, topics and themes covering a variety of cultural festivals.

Staff recognise the importance of involving the children's parents within the setting. There is an organised rota for the parents to help out through sessions on a regular basis to develop a better awareness of how their child spends their time in the setting. Parents are aware of the development records of their children, although as yet are not asked to contribute to these with how they observe their child learning. The provider has a clear understanding of working in partnership with outside agencies to ensure the best options for the children and has developed links with the local primary school to help children make a smooth transition.

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

Children enter into a setting that has been well prepared prior to their arrival ensuring it looks stimulating and exciting to them. All children confidently move around the hall; there is a happy, busy but purposeful atmosphere, where children are able to make independent choices about where they are going to play. The afternoon session happens seamlessly as children settle down for a sociable lunchtime before further challenges of the afternoon. During this time children demonstrate very high levels of concentration as they are able to sustain their focus at different activities for prolonged amounts of time. The interaction between the children is warm and caring with some firm friendships starting to form.

Children are observed inviting each other to play and through this are developing well in their communication skills as they hold conversations about what they are doing. The routine of the day offers children a good balance of planned activities as well as lots of opportunities to decide their own play in an environment that is enabling and conducive to learning. All staff within the nursery have a good understanding of challenging children through the questions they ask, therefore, all children are achieving well and enjoying their time within the setting. They get to know the children well and through their clear knowledge of the areas of learning, fully understand how they are going to help individual children progress. Through the complex, robust systems in place staff are recording the observations they make on the children ensuring all children are making good progress towards the early learning goals.

Children show they feel secure and settled within the group, they know the routines of the day well and know what is expected of them and therefore behaviour is good throughout the day. Children are learning how to keep themselves safe and some independently remind others of the correct way to go down the slide in the hall. Through activities such as sand play, staff remind children about their safety as they understand that they must keep the sand down so it doesn't go in anyone's eyes. Through regular routines such as walking to the garden, children understand the dangers they may face away from the secure hall. Very clear procedures are in place to ensure children's safety at this time. Children are developing good self care skills; they know to wash their hands at appropriate times, use the antibacterial gel which is strategically placed with the tissues as a reminder and put on aprons to protect their clothes before painting. They can make their own choices about their food and drink, when to visit the snack table and what snack they will have from a selection prepared by the staff. Children are independent in pouring their own drinks and clearing away when they have finished. Physical play, both in the hall and outside, fully promotes children's development in their large motor skills, with additional resources taken outside children can continue to enjoy their play whilst reaping the benefits of the fresh air.

Children's communication language and literacy skills are fully promoted by the variety of daily opportunities available to them, for example as they practise their emergent writing as they role play in the airport, making tickets and boarding cards. Also throughout the day, both inside and out in the garden, children are encouraged to label their own work and find their own name card to put things ready to go home. Their listening skills are also developing well, staff use different parts of the day to be instigated through music and children quickly respond to this, similarly they use their listening skills as they play games such as sound bingo as they match sounds to pictures. Children who stay for the afternoon session are developing well in their information technology skills as they access the computer and use the CD player in games, however this is not extended throughout the day. Resources and planned activities develop children's concepts of the world around them both in their immediate area, as they think about where they live as they addresses their postcards, and further afield as they celebrate different cultures through activities, food tasting and looking at traditional dress. Many resources are used to promote counting, colour matching and problem solving to encourage

children in their critical thinking, therefore children are developing well in their skills for the future.

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

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|--|---|
| 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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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