

The Willows Nursery School

Inspection report for early years provision

Unique reference number

151115

Inspection date

11/02/2010

Inspector

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Setting address

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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 Willows Nursery School opened in 2001. It operates from the pavilion, which is located within the recreational grounds, in the village of Liphook. It is privately owned by three equal partners, who are also involved in the day-to-day management of the nursery. A maximum of 26 children may attend at any one time. Registration is on the Early Years Register and the compulsory part of the Childcare Register. The nursery offers full day care and sessional care; lunch is provided by parents. It opens five mornings and four afternoons a week, during school term time. Full day care is from 9am to 3.30pm, sessional care is from 9am to 12.30pm and 12.00 noon to 3.30pm. Children attend for a variety of days or sessions and the group serves the local community and surrounding areas.

There are currently 39 children from two to under five years on roll. Of these, 33 children receive funding for early education. The nursery school supports children with special educational needs or difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery school employs three staff to work with the children alongside the three partners. Of these, four have qualifications to National Vocational level 3 or above and one has level two in childcare and education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are looked after in a caring environment where they are valued, treated with respect and equal concern. Children are offered a wide range of interesting activities that promote their development, supporting them in making good progress towards the early learning goals. Staff have a good understanding of the Foundation Stage and how children learn. This is a fully inclusive setting where all children are included and their needs met. All staff contribute to the monitoring of the provision and make ongoing improvements for the benefit of the children.

What steps need to be taken to improve provision further?

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

- ensure that an effective record is kept of risk assessments
- ensure the written parental consent for emergency treatment or advice contains all relevant information.

The effectiveness of leadership and management of the early years provision

Staff are vigilant about children's safety and ensure hazards and risks are minimised. Daily risk assessments are implemented and all staff monitor the

provision, inside and out, ensuring that children's safety is promoted. However the written record is not fully effective. Most staff are qualified in first aid, and would know how to treat children appropriately if they were to be involved in an accident. All visitors have to sign in and out, and do not have unsupervised access to the children. All required documentation is in place and understood by staff to ensure the children's welfare is safeguarded. Staff have a sound understanding of the procedures to be followed if they had a concern over a child. The stable staff team are suitably qualified and experienced to work with children. Effective recruitment procedures are in place to ensure that only staff that are suitable are appointed. All necessary documentation is in place to support the running of the group which all staff are fully aware of.

There is good deployment of staff, space and resources for working with children and communicating with parents. Children have access to an exciting welcoming environment which has displays of their own work giving them a sense of belonging. The resources are displayed to encourage children to self-select. The indoors and outdoors have been thought through carefully to ensure that children have access to many resources to choose from and space to play. The indoors is arranged into different learning areas and the sensory garden has room for the children to plant flowers, explore the surroundings and use various resources promoting their physical development.

Staff work together to monitor the provision, they meet each week to discuss all aspects of the nursery, they evaluate and make both long- and short-term plans for the benefit of the children. They have recently created a sensory garden with the help of parents which has enhanced the provision for the children. Parent's opinions and needs are asked for and the nursery accommodate those as much as possible, for instance, they have recently changed the length of the sessions to accommodate parent's wishes.

All children have equal access to the provision and those children with additional needs are well supported through the positive interaction of the staff. Children develop a positive understanding and appreciation of diverse cultures during planned and incidental activities. They have access to resources that reflect other cultures and when for instance they talk and show their animals it promotes discussions about where the animals are from and children look at the globe to find the different countries.

There is a strong partnership between parents, carers and other providers who provide the Foundation Stage for the children. Good links are made with other agencies to support children that need extra support; they discuss children's progress with other providers to ensure that the children are receiving continuity of care and education. Parents are very supportive of the nursery, they state their children enjoy coming and they can see the progress their children have made. Before starting discussions are held with parents, records are completed and written permissions sought that inform the staff about their child and ensure they will be cared for appropriately, however some paperwork is not fully in place. They are aware of the observations made on their children and they are asked to contribute to their child's next steps regularly. They know the experiences their

children are having through daily discussions, regular newsletters and notices on display.

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

Children become engaged in a wide range of different activities, both incidental and planned, that interest them. Staff have a good understanding of the Foundation Stage, their knowledge of the children and how children learn ensure that children are offered a good balance of adult-led and child-initiated activities that contribute to children's good progress towards the early learning goals. Staff undertake regular observations on the children; they evaluate the sessions and use this information to make plans for the following week which are shared by all the staff. For example, whilst the children were making books, the member of staff identified which children needed more practise at using scissors, this information will be used to ensure that some of the activities planned for the following week will include scissor skills.

Children are interested, involved, and well occupied in their play and learning. They are encouraged to self-select from the activities and resources that are on display. Staff invite children to participate in activities such as examining phonics, singing or story time but it is the child's choice as to whether they join in or not.

Staff's interaction with the children is positive and their knowledge of the children enable them to ask questions that will encourage the children to contribute their own knowledge and ideas or to consolidate their learning. Staff are skilled at ensuring that activities are differentiated, for instance, when making books about hamsters some children draw their own pictures and copy some words, other children use the pictures and words provided to complete the books.

Children are offered a range of activities that promote their imagination whilst learning; for instance this week the role play area is a pet's corner with many resources to care for their pets. The children and their parents have brought in a range of pets in to show the nursery from snakes to chickens, from jackdaws to guinea pigs. Whilst looking and touching the animals they are encouraged to compare for instance the chicken's feathers to their skins, they learn about how to care for such animals and where in the world they may be from.

Children have many opportunities to develop their physical skills, they use a range of tools both indoors and outside; they use rollers and cutting implements with the dough, they learn to use spanners and screwdrivers whilst connecting toy building materials and whilst outside they ride scooters, bikes and how to use magnifying glasses properly to examine the insect life.

The children's language and literacy skills are increasing; they have great fun learning the sounds of letters and words that the sounds link to, they are encouraged to write their name or make their mark through a range of activities from writing appointments down to writing or drawing in their books. They select books from the comfortable book area, sometimes reading to themselves or to

each other and they take turns choosing the book that is going to be read to the group.

Children are confident and feel secure, they play well with each other and have good relationships with each other and the staff. Children feel safe within the nursery; they are interested, involved, and well occupied in their play and learning. The sessions are arranged to allow children to have time to become engrossed in their play concentrating and persevering for as long as they wish, they have choices and are confident to develop an activity, for instance, they used the slide to see whose car would be the fastest, firstly checking that no one else was using the slide.

Children adopt good personal hygiene routines; they know to wash their hands before snack and after touching the animals. They are encouraged to blow their noses themselves, disposing of the tissue in the bin. They know they need to put on their coats and hats before going outside to stay warm. They choose from a range of healthy foods at snack time such as apples and raisins, and they choose milk or water to drink.

Children respond well to the clear boundaries for behaviour, they play socially and harmoniously with their peers by sharing and taking turns. Any behaviour issues are easily dealt with by the skilled staff who intervene quickly before any issues arise. Children are frequently praised and therefore gain in confidence and self-esteem. Each day there are helpers who proudly take their turn in pouring the drinks at snack time, lead the tidying up, choose the story for the day or find the correct pictures and words for the weather board.

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