

Tiblands Nursery School

Inspection report for early years provision

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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

Tiblands Nursery School opened in 1966, moving in 2006 to its new premises. The nursery is run by a partnership and is located in a barn conversion on a farm in Whitbourne, about nine miles from Worcester. The nursery is fully accessible. There is a secure outside play area and opportunities for other outdoor activities, including local walks using the extensive grounds.

The nursery is registered on the Early Years Register. A maximum of 32 children may attend the nursery at any one time. There are currently 36 children aged from two to five years on roll, some in part-time places. The nursery is in receipt of funding for early education. The nursery supports children with special educational needs and/or disabilities. The setting is open each week day from 8.30am until 6.00pm, for 50 weeks of the year. The nursery also provides care for children over five years after school and during the holidays. This provision is registered on both the compulsory and voluntary parts of the Childcare Register.

There are six members of staff, four of whom hold appropriate early years qualifications to at least National Vocational Qualification Level 2. One member of staff holds a Degree in Early Childhood Studies. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery is very well organised and managed efficiently which ensures children's welfare care and development are effectively supported. The nursery works extremely well with parents, other settings and agencies and has successfully created an inclusive environment for all children and families. Generally good procedures, policies and records are maintained which contribute to the welfare and safety of the children. The excellent quality of teaching and learning contributes to the very good progress children are making in their development overall. Systems to evaluate the practice are sound and support the management and staff in improving standards and outcomes to children.

What steps need to be taken to improve provision further?

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

- ensure risk assessments are reappraised, both in relation to the environment and activities to which children are being exposed and make necessary adjustments to secure their safety at all times.

The effectiveness of leadership and management of the early years provision

The nursery is very well managed. Staff understand their roles and responsibilities and work well together as a team receiving a high level of support from the management. The professional development of staff is valued, consequently staff are keen to attend training and improve their knowledge and understanding of childcare issues. For example all staff have recently completed safeguarding training at Level 1 and are continuing to attend training to develop their knowledge in this area further. This enables all staff to play a full and active role in protecting children because they understand their roles and responsibilities, working with relevant agencies to protect children. Robust vetting and recruitment procedures ensure that all staff working with children are suitable to do so. Although staff carry out and record information on regular daily checks and in-depth risk assessments these are not fully effective in ensuring all risks to children are identified. For example, the organisation of the sleep room which is also used for storage and the current use of the interactive white board. However, the management is proactive in addressing such issues when brought to their attention.

The environment both indoors and outside is welcoming and exciting. The very well equipped nursery provides children with access to a varied range of resources and learning opportunities enabling them to develop new skills and understanding. The extensive outdoor environment has recently been improved to provide children with direct access to a safe outdoor play area where many activities take place on a daily basis. Surrounding the nursery is a large outdoor area equipped with physical play equipment enabling children to be physically active and explore the countryside around them. Staff are well deployed, with a key worker system used, children are safe and receive a high level of support. Regular staff meetings and appraisals mean that staff are kept well informed and contribute their ideas and suggestions to improve the running of the nursery. The views of parents are also sought and taken into consideration as part of the self-evaluation process. Ongoing self-evaluation enables the management to identify areas of improvement, some of which have already been addressed and new targets set. The recommendations made at the previous inspection have been addressed satisfactorily.

The contribution of parents and carers to the nursery and their child's development is encouraged. There is a very good two-way sharing of information with all parents, including those with English as an additional language, consequently there is a highly positive relationship between the nursery and parents and carers ensuring each child's individual needs are met. Parents receive comprehensive information on all aspects of the nursery including newsletters, daily diaries and information and advice. The views of parents are sought, highlighting that parents are very happy with the provision, find staff friendly and approachable and ready to discuss any issues or concerns. The nursery helps parents and carers to support the children's learning and to enable children to make a smooth transition into school. For example, children can take books home to read or activities to extend their learning. Very good relationships with local schools and other agencies involved in supporting children make a strong contribution to children's achievement and well-being.

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

Staff use their exceptionally good understanding of the Early Years Foundation Stage and child development to provide children with rich, varied and imaginative play and learning experiences. The quality of teaching and learning is exemplary. Systems for planning activities and carrying out observation and assessments of children's progress make good use of the key worker system. Activities are play based and clearly rooted around children's individual's interests and learning styles. Children are encouraged to make choices and decisions about the activities they are involved in. A good balance between adult-directed activities, those set out in readiness for the children and the choice and space provided for children to independently select and set of activities themselves enables children to become independent learners. There is a buzz of busy, purposeful play with children choosing to play independently or with other children. Most children sustain a high level of concentration and involvement in the excellent range of exciting activities provided. Consequently, children are well occupied, interested in the activities which impacts positively on their behaviour which is very good. Systematic observation lead staff to identify children's next steps enabling them to make excellent progress given their starting points. Records of children's progress and achievement are shared with parents either through parents evenings or at times convenient to parents.

Children respond exceedingly well to the interaction with staff. They are confident, self-assured and are developing their skills in communication and language very well. Additional support for those children who need more help such as those who speak English as an additional language or have special educational needs is provided either through specific activities or the involvement of other agencies. Children are active learners and creative. They are able to extend adult-directed activities to meet their own needs. For example, considerable time has been allowed the children to explore the theme of winter and weather with a varied range of activities and stories being used to develop children's knowledge and understanding. Children use their senses to explore the properties of ice, watching it melt and talking about what they see, and what it feels like to touch. They respond well to questions posed by the staff and develop their vocabulary as they use descriptive words to explain and described what they are doing.

Systems for observing children's progress are effective in identifying any gaps. This enables staff to provide specific activities to enable children to develop their understanding in certain areas. For example, children have been involved in activities to develop their understanding of problem-solving reasoning and numeracy. The concept of shape, number and colour is incorporated into many activities enabling children to use their knowledge in practical ways. During a self-chosen construction activity a small group of children talk about size and position as they build tall towers placing bricks one on top of the other or described the shape of bricks needed to complete the structure. An adult-directed activity focused on helping children recognize shapes and sizes. Lovely displays around the nursery add to the welcoming atmosphere and show that children's creativity is

encouraged and valued. Displays of children's work show their mark-making ability is developing well through pictures and letters formation. Children's access to good quality Information Communication and Technology (ICT) equipment has a positive impact on their developing skills for the future.

Children learn the importance of healthy lifestyles based on exercise, healthy eating and learning about personal hygiene. Snack and mealtimes are sociable occasions which are used well to promote children's independence and self-help skills. Activities such as cookery and food tasting enable children to learn about healthy foods and also food eaten by other cultures. Children have time to be physically active and also times to rest and relax. The outdoor play environment is used on a daily basis enabling children to get lots of fresh air and exercise. Music and movement sessions indoors allow children to express themselves and to develop coordination and control over their movements. Children's spiritual, moral and social and cultural development is fostered well. They learn about their own cultures and beliefs and those of others and develop a sense of their own community. Behaviour is well managed and children are learning to be caring and develop responsibility for their own actions. Children display a strong sense of belonging and security within the nursery and appear settled and happy. Good supervision provided by staff and use of daily routines help children take responsibility for their own safety and well-being. They are taught how to use tools and equipment safely and take part in regular evacuation procedures. Activities and planned visitors to the setting such as paramedics and police enable children to develop their understanding of dangers and how to stay safe.

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	1
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	2
The extent to which children develop skills for the future	1

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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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