

Rectory Lane Nursery

Inspection report for early years provision

Unique reference number 146424
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Inspector David Wynford Jones

Setting address Bridge Road West, Stevenage, Hertfordshire, SG1 2NU

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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

Rectory Lane Nursery is privately run. It is on the Early Years Register and on the voluntary and compulsory parts of the Childcare Registers. The nursery opened in 1988 and serves the local and neighbouring community. It operates from a self-contained building situated in the grounds of Woolenwick Junior and Woolenwick Infant and Nursery Schools in Stevenage, Hertfordshire.

The nursery is registered to provide care for up to 31 children aged from two to under five years, with a maximum of 10 children below the age of three attending at any one time. Morning sessions are available daily. Afternoon sessions offered are on Mondays, Tuesdays and Wednesdays. Morning sessions start at 9.15am and run to 12.15pm for children under three and to 12.30pm for the older children. A lunch club is available. Afternoon sessions run from 12.30pm to 3.30pm. The nursery operates throughout the year but is closed for a week at Christmas and Easter and for three weeks during August.

There are currently 34 children on roll. Not all attend every session because of the registration restrictions. None receive funding for nursery education.

There is suitable access for adults and children with physical disabilities. The nursery has systems in place to support children with special educational needs and those who are learning to speak English as an additional language. The children have access to the school playground for outdoor activities.

The setting employs eight members of staff, seven of whom hold Early Years qualifications. The setting has links with the onsite Children's Centre, the Infant and Junior Schools and various social services departments.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall the quality of the provision is satisfactory and meets the needs of children in the Early Years Foundation Stage appropriately. Good team work and good links with parents ensure that all children are included, settled and well cared for. As a result, the children want to attend and enjoy learning. Children make good progress in their social development. Sound leadership provides the nursery with satisfactory capacity for further improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that the setting has written confirmation that all student placements (aged 16 or over) have been Criminal Records Bureau checked 31/01/2010

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 outdoor provision to further support all areas of learning.

The effectiveness of leadership and management of the early years provision

Leadership and management of the provision are satisfactory. The proprietors place a high priority on the safety and welfare of the children. Routine risk assessments are thorough and regular. All relevant policies are in place. Procedures for safeguarding children are satisfactory. All members of staff are checked and appropriate records are maintained. Although the setting seeks verbal confirmation that college students hold current safeguarding clearance, managers do not routinely ask for this to be confirmed in writing.

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. The risk from infection at snack time is reduced because several members of staff have been trained in safe food handling. 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. Staff make the best use of the classroom limited space to promote the different areas of learning. However, the site restrictions restrict the opportunities to use the outdoor space as a natural extension of the classroom and vice versa.

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. As a result, leaders and managers do not have firm evidence to show that the children are making good progress or to clearly identify the key areas for development. Links with parents are good. Systems for communication are effective and firmly embedded. Parents appreciate the monthly newsletter which keeps them informed of the activities being undertaken. Discussions with parents confirm they are very pleased with the provision and appreciate the regular contact with members of staff.

The proprietors are working well with staff to review the provision and to identify the next steps to help improve outcomes for children. However, the self-evaluation is still in the relatively early stages of development. Little use has been made of external guidelines for evaluating the effectiveness and impact of provision.

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

The children feel safe and settled because the staff are welcoming. There is a happy, relaxed atmosphere in the setting. The children quickly form good relationships with each other and with members of staff. As a result, they behave well and quickly grow in confidence. Staff assess that most children start with skills and knowledge broadly similar to those typical of their respective ages. They ensure there is a good balance between adult and child-initiated activities to sustain their interest and motivation. As a result, the children develop their social skills well and enjoy playing together. Their attainment, by the time they transfer to the infant school is in line with expectations. There are strengths in their personal development and in their ability to communicate with others.

Staff work together well to formulate and refine short and medium term planning. Themes are planned for each term and are closely linked to the goals expected for the children's ages and their interests. The children's understanding of problem solving, reasoning and number, their ability to mark-make, communicate and to develop their artistic and music skills are promoted satisfactorily. However, the lack of direct access to a dedicated outdoor enclosed area restricts opportunities to promote the children's knowledge and understanding of the world and their physical development.

Children are developing a good understanding of healthy living. 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 washing their hands before eating and of putting on their coats when going outside to play in cold or damp weather. They are developing a sound understanding of contributing to the community by sharing and helping to put equipment away.

The lunch time club provides 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 their attainment in the different areas of learning, prepare them satisfactorily 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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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