

Kingsley and District Nursery

Inspection report for early years provision

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Inspector Graham Martin

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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*.

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Description of the setting

Kingsley and District Nursery is managed by a committee of parents. The setting opened in 1985 and operates from three rooms adjoining St John's Church of England School in Kingsley, Cheshire. It is registered on the Early Years Register for a maximum of 18 children aged two to five years to attend at any one time. The setting is self-contained with its own toilet facilities. Children share access to the school yard for outside play. The setting is open term time only, from 9.15am to 3pm on Monday to Wednesday and from 9.15am to 11.45am on Thursday.

There are currently nine children on roll who are within the Early Years Foundation Stage. Of these, four children receive funding for early education. The setting is able to support children with special educational needs and/or disabilities as well as children with English as their additional language.

There is a staff team of four, one of whom holds an Level 3 National Vocational Qualification, two who hold an NNEB Level 3 qualification and one who holds the Early Years Professional Status (EYPS) qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children of all ages settle happily at Kingsley and District Nursery and they are safe, healthy and learn well. They develop behaviour appropriate to good learners and enjoy a balanced variety of activities, indoors and outdoors, that promote their welfare, development and independence well. The practice is inclusive and good provision is made for children who have special educational needs and/or disabilities. Good management of the setting ensures that it evaluates its work and sets out clear plans for its continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the assessment of children's learning and progress in their letters and sounds (phonics) programme
- maximise opportunities for children's learning by making simultaneous use of both indoors and outdoors.

The effectiveness of leadership and management of the early years provision

Staff ensure that children have access to a good range of toys, equipment and other resources, for example making attractive books freely available for children to self-select and enjoy. A lead member of staff has overall responsibility for

inclusion and records show that staff are well trained. Children with special educational needs and/or disabilities are well catered for and fully integrated. Children are well safeguarded. Staff and all others who have contact with children are properly checked and records of these suitability decisions are readily available. Steps have been taken to review the security of the premises and they are secure and safe for the children. Robust daily risk assessments are carried out, as are more specific risk assessments for visits off-site.

Relationships between adults and children are trusting and the children are well cared for.

The settings 'Red Book' of child-based observations is a good system of recording children's learning that feeds into the individual learning journal assessment records. However, there are no assessments of children's acquisition of letter sound skills following the introduction of a phonics programme.

All staff contribute to a process of self-evaluation which is reviewed annually in whole-staff team meetings. A good partnership with school staff has developed records to provide evidence for parents on where children are on their learning journey when they transfer to the Reception class. The lead manager and staff have sustained improvement and measured their success against the Early Years Foundation Stage Framework. The management committee supports and challenges the manager and staff well.

There are good partnerships that support the management of the setting, including with the school and the local authority. Parents feel that they are encouraged to engage positively with the setting's work and they have good access to information about the provision and their children's learning and development. Parents value the 'stay and play' and 'welcome anytime' opportunities to see how much their children are enjoying, and learning from their activities. A newsletter is sent out each half-term, along with regular letters updating parents on the work of the setting and any forthcoming events. Parents comment that they feel well included in their children's learning and progress; they are happy with the quality of care their children receive and they say that the information provided about their children's learning is good.

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

Staff plan interesting and enriching activities to meet and broaden children's interests. For example, they adjust activities in response to something that attracts children's attention, such as discussing tractors when one child spots one nearby. Children learn and develop well with a good range of activities and resources that are freely available. They develop creative skills by painting a big grey elephant, enjoy stories and reading books, learn from each other on the computer and play energetically outside. The children's learning journals confirm that the curriculum is well covered with, for example, counting and shape sorting activities and puzzle sheets on road safety. Work on matching words to letter sounds, such as learning 'k' for kite, is enriched by then making and flying kites on a windy day.

Children freely select activities indoors and outside. The children play and learn with a good level of independence and confidence, happy to explore their environment and choose toys, games and activities with interest. However, opportunities to extend children's learning by making simultaneous use of both the indoor and outdoor play space is not always maximised, particularly when the weather is bad and therefore maximise learning opportunities. Sensitive interventions from adults guide learning and promote language and number skills. Children confidently ask adults to help them move larger equipment and heavier boxes of construction toys. They show good levels of interest when an activity develops a particular aspect of their learning, such as planting bulbs or making 'birds nest' crispy cakes. When setting up for snack the children are mature and responsible, helping to set the table, pour the milk and arrange the healthy snack items temptingly.

Well trained staff work with external agencies to identify and support children with special educational needs which ensures that each child is fully included in all activities and learning. Children use computers well, tracking the cursor with the mouse accurately and using the cursor to move objects into sets. They listen well to stories and predict what they think may happen. Children behave well and this expectation is evident in dialogue between adults and children. Children play together confidently, secure in their relationships and trusting the adults. Outside, the children take robust exercise and enjoy the fresh air. They wrap up against a chill wind and those who have a cold are gently reminded to use a tissue to clean their face and wash their hands. When eating snack, the children speak happily about the good, healthy foods they like, enjoying the healthy choices.

The children enjoy making healthy winter snacks to care for the local bird life. They learn about celebrations in a variety of cultures, making Diwali lanterns and performing a nativity play for their parents and the Reception children. During 'Brake' road safety week they act as motorists and pedestrians to show each other how to use roads safely and teach their parents how important it is to be secured safely in the car. The children also participate in sponsored walks to raise funds for charities such as Comic Relief.

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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