

Sherburn Village Nursery

Inspection report for early years provision

Unique reference number

EY350509

Inspection date

26/01/2010

Inspector

Deborah Wylie

Setting address

Sherburn Village Primary School, Park House Gardens,
Sherburn Village, Durham, County Durham, DH6 1DU

Telephone number

0191 5865415

Email

b.wilkin100@durhamlea.org.uk

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Sherburn Village Nursery is managed by Giant Steps Horden Ltd, a private company. It operates from Sherburn Village Primary School, Durham where children have sole use of a classroom within the main school building and are able to access the main school yard, adventure playground and the reception class garden.

A maximum of 16 children from aged two to under five may attend the provision at any one time. There are currently 16 children on roll all of whom are within the Early Years Foundation Stage (EYFS) and receive funding for nursery education. The provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It is open from 8.50am to 11.50am every weekday during term time only and, when numbers are sufficient, from 12.30pm to 3.30pm.

There are three members of staff, including the manager, who work directly with the children. All of the staff hold appropriate early years qualifications. Support is provided from Durham's Early Years team and the head office of the company based at Horden. The organisation has achieved the Effective Early Learning scheme, which is promoted through Durham's Early Years team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Sensitive, caring and knowledgeable adults ensure that children's learning and welfare needs are supported well in a safe and secure environment. Adults work closely in partnership with a wide range of people to ensure that children have good access to appropriate support when needed. Enthusiastic leaders motivate and inspire the staff to sustain their high standards and, as a result, the nursery is well placed to make future improvements.

What steps need to be taken to improve provision further?

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

- embed the recently introduced system of evidencing children's progress in their learning journals to inform practitioners of the next steps in children's development and inform the planning of focussed activities
- enhance outdoor provision to offer children even more child-initiated opportunities
- retain children's records for a reasonable amount of time (for example for at least three years) after the children have left the provision.

The effectiveness of leadership and management of the early years provision

Robust policies and procedures, including risk assessments and safe recruiting methods ensure that children are well cared for. Staff prioritise safeguarding and are proactive in putting the needs of children first in every situation. However, some records are not held for an appropriate amount of time. Rigorous monitoring systems from the recently completed Quality Assurance scheme have ensured that the current indoor provision has been reviewed and developed to better suit the learning needs of the children. Constant evaluation by the staff has impacted positively on the quality of provision at the nursery. Equality and diversity is promoted well through a wide range of resources, and topics that expand children's understanding of the world around them, offering good learning opportunities. While recent improvements to children's learning journals show more details about children's learning and development, the new systems are not yet embedded enough to fully inform planning for children's next steps. While children show good progress towards the early learning goals, there is potential for the nursery to significantly improve outcomes for children when these new systems are adopted on a consistent basis to reflect the full cycle of observation, assessment and planning.

Resources are deployed well, particularly in terms of the indoor environment. This has been organised imaginatively to offer the widest range of opportunities to children. Recommendations from the previous inspection have been addressed fully and the self-reflective, enthusiastic attitudes of staff in the nursery indicate their willingness to learn and develop in their practice. Effective partnerships ensure that children receive the most appropriate support, as there are close links not only with the school, but also with the health visitors and speech and language therapists who meet regularly with the staff. Parents are pleased about specific aspects of progress that their children have made since attending the nursery and they attribute their children's achievements to the high quality of staff support. The nursery is able to evaluate its provision using information from the children, some information from the parents and from other advisers both from within the organisation and from external professionals. It has addressed all of the issues raised at the last inspection and is making plans for the future that are well targeted to promote improved outcomes for the children.

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

Children come to nursery with excitement and enthusiasm and are welcomed warmly as they arrive at the start of a session. They settle quickly to a vast array of exciting opportunities that are on offer from a vibrant, well organised environment. Children who have recently started are confident enough to express their needs confidently to the staff, indicating their emotional security after only a short time. All children engage fully with activities on offer, such as, the green sand, a junk modelling corner, or the colourful chiffon scarves that they wave in time to Russian music, supported by adult prompts to listen to the changing

dynamics of the music. They are offered a timetable that ensures they all go outdoors, although opportunities for child-initiated learning is more limited in the outdoors and does not mirror the strengths of the indoor play-space. Healthy snacks are integrated into the role play area where children butter their own bread and sit around a table serving themselves when they feel hungry. They know to wash their hands before they eat and they chatter to one another about their play throughout the morning.

Every inch of space has been creatively arranged to offer learning opportunities, such as, cupboard doors that have been painted with blackboard paint for children to chalk onto. Interest areas have been created with opportunities for exploratory play, which children use to explore and to discuss their findings with their friends and with adults. While staff plan some focussed learning activities for the children, such as, how to use the computer and laminator, there is scope to increase the frequency of adult-led interactions to support children to learn even more from their environment. Children show good progress in their learning and development through the recently upgraded learning journals. Behaviour is good as staff and children enjoy highly positive relationships with one another. Group activities during song time and outdoor play are used effectively to reinforce children's understanding and enjoyment of numbers and counting. Children are happy and thrive during their time at the nursery, as their welfare, learning and development is nurtured throughout their sessions.

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----