

Clifton-Upon-Teme Nursery Limited

Inspection report for early years provision

Unique reference number 205279
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Inspector Fiona Robinson

Setting address The Village, Clifton Upon Teme, Worcestershire, WR6 6DH

Telephone number 01886 812380
Email info@cliftoneyc.co.uk
Type of setting Childcare on non-domestic premises

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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

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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

Clifton-Upon-Teme Nursery Limited opened in 2002. It is managed by a board of trustees and operates from a self-contained building in the grounds of Clifton-upon-Teme Primary School. There is ramped disability access to the setting. Children also use the school hall and a nearby guide hut. They have access to a fully enclosed outdoor play area and children in the Foundation Stage attend Forest School activities. A maximum of 40 children under eight may attend the nursery at any one time. Older children may attend before and after school and during the holidays, subject to places being available. The nursery is open each week day from 7.30am to 6.00pm except for bank holidays and during the Christmas period. There are currently 75 children on roll and of these 26 receive funding for nursery education. The nursery serves the local and surrounding area. Support is available for children with special educational needs and/or disabilities, and for those who speak English as an additional language. Twenty-two staff work full or part-time with the children. The setting also employs staff responsible for cleaning and garden maintenance. The manager is a qualified teacher and 14 staff hold relevant early years qualifications to a National Vocational Qualification at Level 3. One member of staff is working towards this. The manager and a member of staff are qualified National Vocational Qualification assessors. The setting has the support of a Local Authority mentor teacher and is involved in the local providers' forum and early years partnership groups. The setting is a member of the National Day Nurseries Association (NDNA) and the Pre-school Learning Alliance. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is currently working towards the NDNA's Quality Assurance award.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery provides an exciting, purposeful environment for the children to explore. They are fully included in very well-planned indoor and outdoor activities and especially enjoy their experiences at the Forest School. Excellent relationships between staff, parents and carers and the host school ensure the children's individual needs are met. Manager and staff have an outstanding understanding of the setting's strengths and areas for development, and there is an excellent record for continued improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop the self-evaluation process and enable children to record their own achievements.

The effectiveness of leadership and management of the early years provision

Staff have an excellent understanding of safety issues and children are cared for in a very safe and secure environment. Positive steps are taken to minimise risks and detailed risk assessments are completed and reviewed regularly. Comprehensive policies and procedures are fully implemented to ensure children's safety. Robust staff recruitment and vetting procedures are in place to ensure the suitability of staff. Children are supervised at all times to ensure their safety indoors and outdoors. Staff have an excellent understanding of child protection issues.

Excellent links exist with parents and carers and there are very effective induction arrangements in place. Staff keep parents fully informed of their children's achievements and progress. The use of the daily diary or 'blue book' keeps parents very well informed about how their child's care needs have been met in the nursery. Their learning journals are regularly shared and are excellent records of the children's achievement and progress. Parents are kept well informed of special events, topics and outings through newsletters and the parents' notice board. Staff organise 'stay and play' sessions, concerts and workshops to involve parents in the nursery school community. The setting organises sports days and invites parents to harvest festivals and the nativity play at Christmas. The 'Lads and Dads' project is helping to enrich the children's experiences. There are excellent links with the host school and local community. The manager regularly liaises with Foundation staff from the host school and children join in with special events and activities. Recently, children painted pictures of poppies in the style of Monet for a British Legion Remembrance Sunday service.

The setting is very well led and managed. Excellent self-evaluation systems ensure that improvements have a real impact on the experiences of those involved in the nursery and the out of school club. Manager and staff value the views of children and parents. These are taken into account when identifying priorities for development. There is an excellent understanding of strengths and areas for improvement. Currently, the manager and staff are developing a new room for free-flow play and resources and layout for the outdoor area of learning. Staff recognise the need for children to self-evaluate their work and record their own achievements, and this is their main area of development. Manager and staff meet regularly to discuss planning and assessment. They have high expectations about securing improvement and regularly monitor activities and set challenging targets for themselves and the children. They actively promote equality and diversity and children are fully integrated in indoor play, outdoor activities and in the environment of the Forest School. Resources are used very effectively to meet children's needs. Staff regularly attend training and the professional appraisal of staff is carried out annually.

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

Children quickly settle into the nursery school and the out of school club. They eagerly participate in a wide range of activities. They have excellent opportunities to learn and achieve very well across all areas of learning. They are keen to learn through play and benefit greatly from the excellent learning experiences they have in the natural environment of the Forest School. Children behave very well, because adults are excellent role models with high expectations for learning and play.

Children are very keen to come to the setting. The older children enjoy playing football and team games outdoors. They enjoy skipping and are keen to build dens. Their creative skills are developed very well through painting and collage work, based on the themes 'Winter' and 'Chinese New Year'. They develop their imaginations well through role play and skilfully play tabletop games. Babies and children are all physically active and use the main outside area and play equipment regularly. All children go on regular environmental walks. The Forest School activities provide three and four years and the older children with physically challenging and most enjoyable experiences.

Children are developing an excellent understanding of how to keep themselves healthy. They understand the importance of making healthy choices at snack time and taking regular exercise. They enjoy picking blackberries and making blackberry crumble, and make soup from their own home-grown vegetables. They skilfully make bread shaped like hedgehogs and insects. They learn excellent social skills at dinnertime and snack time. They learn that it is important to exercise through dance and enjoy climbing the apparatus in the outdoor area. Children use equipment safely as they cut out ladybirds and insects from shiny card. They also benefit from safety talks from firemen and policemen. Overall, they have an excellent understanding of road safety and keeping safe.

Children are very keen to come to nursery. They listen intently to stories such as 'We're Going on a Bear Hunt' and enjoy singing songs such as 'We're Going Through the Jungle'. Most can count up to 20 and beyond. They know how to write their own names and enjoy talking about their experiences in the Forest School. They complete number and shape activities on the computer and learn about insects as part of their 'Mini-Beast' topic. Festivals such as Diwali, Christmas and the Chinese New Year bring enrichment to their learning. They benefit from environmental walks and learning about animals and plants in their Forest School. Independence is encouraged as they hunt for insects in the sand and create wonderful collages and paintings for their art gallery. Fundraising activities are well organised and parents and carers and the local community are very supportive of the setting. Overall, the children are very well prepared for the next stage of their learning in this bright, stimulating and fully inclusive setting.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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

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