

# Glenesk Nursery School

Inspection report for early years provision

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EY400763

**Inspection date**

05/05/2010

**Inspector**

Catherine Greenwood

**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*.

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## **Description of the setting**

Glenesk Nursery is part of Glenesk School and registered in 2009. It is an independent co-educational pre-preparatory school located in East Horsley, Surrey. It is part of the Cognita group of independent schools. It operates from a cottage within the school grounds and includes a large playarea, conservatory and secure garden.

The nursery is registered on the Early Years Register for 28 children aged from 2 to 3 years, there are currently 44 children on roll in this age group. The nursery is open each weekday from 9.00am to 3.30pm, during term time. Children can attend for a variety of sessions.

The nursery is staffed according to the number of children attending and currently includes seven staff, of whom four have appropriate early years qualifications

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

All aspects of the provision are outstanding. Excellent teamwork, staff interaction in children's play and partnership with parents are key strengths of the provision. Children have an exceptional range of experiences because of comprehensive planning and evaluation, as well as a wealth of accessible resources in the inside and outside play areas. Actions taken by the setting are well targeted and have a good impact in bringing about sustained improvement; for example, the free flow system so children can independently access the outdoor play area during each session.

## **What steps need to be taken to improve provision further?**

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

- ensure the attendance register includes all staff

## **The effectiveness of leadership and management of the early years provision**

The head of school and the nursery manager are exceptionally successful in inspiring the staff team. They have high expectations and standards that are embedded across all areas of practice. The nursery runs very smoothly, with staff listening and valuing each others experience and views. Staff have high morale and a unified approach to meeting children's individual needs, as a result of the managers confident and committed approach. Children's welfare is fully safeguarded because staff have a secure knowledge of child protection procedures. Good training opportunities within the main school and courses

facilitated by the local authority mean staff are kept up to date with current guidance. Children are safeguarded by extensive recruitment and vetting procedures, including the successful induction of new staff. Rigorous self-evaluation enables the provision to establish well-targeted plans to improve outcomes for children. For example, there are plans to provide a covered outdoor area, raised vegetable troughs and a sensory garden. The manager has a very open approach to sharing plans with other sectors in the early years and is keen for all staff in the provision to contribute their ideas.

The nursery environment is exceptionally well organised and provides a wealth of accessible resources that children enjoy. This includes a conservatory area used for creative activities that leads directly onto the garden. Children's creative work is attractively displayed, with care and consideration given to making sure it is at children's level. The outside play area is set up with an excellent range of resources that enable children to transfer their learning. A celebration book shows that children have good opportunities to join in whole school events, for example, Harvest Festival and Children in Need. They take part in activities related to Chinese New Year, Valentines Day, Christmas and Thanksgiving. All children are fully included due to the excellent awareness of staff. Children's understanding of diversity is supported by discussion, role-play, special stories that are brought to life and resources. Effective systems lead to smooth transitions within the school.

Partnership with parents is exceptional. Families are welcome to attend nursery teas, concerts, sports days and coffee mornings, helping to establish strong bonds with parents. They are regularly invited into the nursery to share their skills, for example, to play the saxophone. Wipe boards in the entrance area are used to display information about activities, which enables parents to continue learning at home. Communication with parents is extremely positive, friendly and respectful. Termly progress meetings and reports for parents provide excellent opportunities to share information about children's developmental progress. Questionnaires are used to seek parents' comments about the provision and action plans developed to address their suggestions. Parents' views about the nursery are extremely positive. For example, they say 'my child is very happy, its is a lovely friendly school, communication is brilliant, all the staff know every child, the space is fantastic, there are lots of resources and a great outdoor area, and I am always kept up to date with information'. Documentation is well organised, although some information is missing from the staff register.

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

Children make outstanding progress in their learning and development. They show exceptional enthusiasm, perseverance and concentration. Children are extremely keen to take part in activities, both individually and as part of a large group. Their behaviour is exemplary. Children are very familiar with the expectations of the setting, quickly helping to tidy up the toys and confidently tell staff that 'sharing is caring'. Children are highly independent and take responsibility for their own care, for example, as they wash their hands and wipe the tables before snack time. With staff support and guidance, children are actively encouraged to do things for

themselves; consequently, they are exceptionally motivated within their play.

Children show excellent self-confidence as they communicate with their friends and staff. They listen and respond with interest during conversations and large group activities and have good opportunities to express themselves. Children's vocabulary and communication is extended through 'show and share times', where they bring in items from home. Lots of labelling around the room and small group activities enable children to learn the sounds of letters. Singing, action rhymes and discussions about the weather and days of the week, encourage children to participate as part of a group. Boxes with pictures of numbers, letters, shapes and feelings are used for discussion and to help children link sounds and letters of the alphabet. Children listen attentively to stories that are read to them in small groups and books are made available in both the inside and outside play areas. Children's interest in books is encouraged with props, acting out stories and making their own books, using photographs of activities. Children self-register using name cards and photographs, which are also presented to the children at lunchtimes. Wipe boards, shaving foam, chocolate sauce, chinks, pens and pencils are a few of the resources made available for mark making.

Children can successfully match pieces of puzzles and identify shapes. They learn about number and capacity within practical activities, for example, singing, counting the number of cups needed at snack time and pouring water into containers using funnels. Their knowledge of colour is developed through activities, such as matching coloured stars with a rainbow flag during movement sessions. Children have a very good knowledge of how to operate the computer, which is made easily accessible at all times. They develop their skills with staff support and through sitting together with others. They choose the programmes they want to use and these include games that incorporate learning, such as matching and numbers. A good range of accessible programmable resources, such as a talking telephone, supports this area of learning.

Recycling boxes are made easily accessible and enable children to understand about sustaining the environment. They learn about the features of living things when talking and observing the life cycle of caterpillars, planting sunflower seeds, watercress and daffodils or looking at pets staff bring to the nursery school. Stories, such as Handa's Surprise and related activities, enable children to develop an understanding of other culture's and ways of life. The nursery celebrates festivals such as Iranian New Year, through discussions and displays. Events, such as May Fairs, within the school provide opportunities for family and community involvement. Children bring in photographs of their family and homes to share with others, which support topics that help them develop an understanding of themselves. There are good opportunities to explore the school environment through activities, such as treasure hunts. There is occasional use of a local field in the summer term for children who attend during the afternoon.

Children and staff are actively involved in weekly music and drama sessions. They copy movements and expressions as they stretch, make smiley faces and wave ribbons on sticks. Children's enthusiasm for movement activities is evident as they laugh with enjoyment. They steer and manoeuvre wheeled toys with skill and develop their skills using tools such as glue sticks, rolling pins and dough cutters.

Planned activities and a good range of accessible resources means that children have good opportunities to develop their creativity. For example, they paint freely at an easel and use glitter and collage materials to make large flowers. Children use their imagination as they dress up as princesses and use dinosaurs in the play dough. They develop their senses as they sit in a large sand pit, spoon dried pasta into small containers, make their own play dough and take part in an excellent range of regular cooking activities. Children express themselves through song during weekly large group sessions, where they also use musical instruments to create and learn about sound.

Comprehensive risk assessments, CCTV and a staff presence in the cark park at the beginning and end of each day, ensure children are kept safe and secure within the premises. Tots and toddler groups twice a week enable new children and parents to spend time in the nursery, which helps them to feel secure and settled. Lots of reassurance by staff, familiar routines and numerous photographs displayed around the nursery provide a welcoming and reassuring environment for children. Staff have an excellent knowledge of children's individual health needs. They work well in partnership with parents and home link workers to ensure medication is administered when needed. All food is prepared within the school and is related to children's individual dietary needs. Mealtimes are a relaxed and social occasion, consequently, children enjoy their food and eat well. Healthy eating weeks enable children to learn about the value of fruit and vegetables and good hygiene procedures are in place. There is a member of staff on the premises at all times who holds a paediatric first aid qualification.

Exceptional activities, such as acting out the story of 'We're going on a bear hunt', are made exciting through careful planning and presentation; for example, using shaving foam for snow and making a river in the outside play area for children to splash through in Wellington boots. Excellent systems are in place for planning activities, which are consistently evaluated and improved on. Comprehensive daily observations and assessments cover all areas of learning, and include the next steps for children's learning. Staff are fully aware of children's involvement and gently encourage them to join in. They often clap children's achievements and embrace their individuality. Staff work exceptionally well as a team and in partnership with parents to meet children's individual needs. They are extremely observant of children's movements and make excellent use of their free play to ask questions and extend learning. They show interest in what children say and do and have an excellent knowledge of when to interact and when to leave them to play freely. Staff are very receptive to the choices that children make and respond positively to their individual requests.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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