

# Lorraine Nursery

Inspection report for early years provision

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**Unique reference number**

EY395618

**Inspection date**

13/05/2010

**Inspector**

Carol Patricia Willett

**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**

Lorraine Nursery was first registered in 2004 and re-registered in 2009. It operates from two rooms within Lorraine School in Camberley. Children have use of a fully enclosed hard concrete and grassed play area that the nursery shares with the reception year of the school. The nursery serves the needs of families in the area and the intake reflects the local community. In addition, children also attend from a large geographical area with several going on to attend the main school. The provision is managed by the Federation Governing Body of Pine Ridge and Lorraine School.

Lorraine Nursery is registered on the Early Years Register for a maximum of 30 children, aged from two years. There are currently 52 children on roll. The nursery operates each weekday, from 9.00am to 12 noon and from 12.00 noon to 3.00pm, during term time only. Children can attend for one session, with or without staying for lunch, or for the whole day. Children bring a packed lunch. The nursery welcomes children with special educational needs and/or disabilities and those who speak English as an additional language.

There are eight members of staff, of these five work directly with the children, two supervise lunch and another completes administrative work. Five members of staff hold appropriate childcare qualifications. Four staff have a level 3 qualification and one has a degree in Childhood studies. The manager is working towards a Foundation degree in Childcare and Education. The setting receives support from the Early Years and Childcare Service, Lorraine School, other nurseries within the federation and other professional agencies.

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

Overall the quality of the provision is good.

Children are cared for in a safe, child-friendly and inclusive environment in which their welfare, learning and development needs are met well. Staff have a good knowledge of the Early Years Foundation Stage and provide an interesting range of activities based on children's interests and individual abilities. Children feel secure and develop confidence and independence as relationships are warm and positive. The manager and staff are enthusiastic and committed to improving the outcomes for children through self-evaluation, regular meetings and updating their knowledge through ongoing professional training. Staff work well in partnerships to care for each child and they communicate daily with parents to share general information about the children and good links are established with other provisions children attend.

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

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

- improve risk assessment and daily checking procedures to ensure children are safeguarded including with regard to wooden seating outside and cleaning materials within the toilet area
- further improve and develop self-evaluation systems to include timed actions for identified areas for improvement.

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

Children are well safeguarded because staff understand their responsibilities and they know the procedure to follow should they have a concern about children's welfare or safety. They are able to access further support from the school head who is the child protection liaison officer. There are good recruitment and vetting procedures in place and an ethos of continual professional development to ensure staff are suitable to work with children. The nursery has very good security systems in place to prevent uninvited visitors from entering and children are closely supervised to ensure they play safely. The staff maintain daily safety check lists and regular risk assessments are completed. However, these are not always fully effective in identifying all risks to the children as wooden seating in the outdoor area is splintered and cleaning materials are accessible on a shelf in the toilet area. The nursery has a full set of policies and procedures in place that staff follow to ensure children's welfare is effectively safeguarded and promoted. All required documentation and parental consents are in place, though some need a little more detail.

Parents are happy with the service and the quality of care their children receive. They receive useful and relevant information through regular newsletters, notice boards in the entrance hall and on display boards within the nursery. This includes information about planning and the Early Years Foundation Stage learning and development requirements. The staff maintain individual files for each child with observations, photographs and examples of their work. They identify children's next steps for children's learning and these are shared with parents at planned meetings and on a daily basis if required. Staff establish effective links with other agencies involved in the children's care and with other provisions where children attend to support their care and promote a coherent approach to learning.

The nursery manager is highly motivated and the whole staff team are committed to improving the setting and have developed good monitoring and evaluation systems. They use feedback from parents, local authority reviews and complete an online self-evaluation form. This identifies areas of strength and for improvement and devolvement though this has not transferred into an effective action plan with timescales to address the weaknesses highlighted. They have identified the outdoor play areas for major improvements and have secured a grant to complete the work. The staff meet regularly to reflect on their practice and provision and plan for individual children's achievements.

The staff provide an enabling learning environment that is well organised to promote children's safety and independence. The nursery has a suitable range of good quality age-appropriate furniture and equipment which is clean and safe and

meets the needs of the children. They have an open inclusive service where all children are valued as individuals and welcome families from a variety of different backgrounds. There is good support for children with special educational needs and/or disabilities, ensuring that they are fully included in the life of the nursery. Staff have a positive attitude towards equality and diversity and they regularly plan activities which help to develop a positive understanding of a range of cultural backgrounds. Children feel good about themselves as staff are caring and attentive and treat them with respect. They have individual coat pegs and pockets for their work which display their names and photographs and they put the caterpillar with their named pictures on the line as they self-register so they develop a strong sense of belonging. Children's kindness and achievements are celebrated as they are recorded and displayed on the 'Star Moments' wall display for all to see. They develop good self-esteem and confidence as they voice their opinions, freely select resources and make choices and decisions.

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

Children are happy, settled and busily occupied in the bright, well-organised, welcoming environment as staff are extremely warm, caring and attentive. Children show considerable independence as they make choices about the toys and resources they want to play with and where they want to play as they can freely access the outdoor play area for most of the session. Staff have very good interactive skills and use effective teaching techniques as they implement the Early Years Foundation Stage requirements making observations and assessment on children's progress. Staff know the children very well and plan effectively for their next steps in learning at weekly meetings, so the children make good progress to the early learning goals. Each child has a key person who updates their records, though sometimes records are not fully updated with the completed observations. The wide selection of resources and continuous provision, both inside and outside, ensures all children have opportunities to make progress towards the early learning goals.

Staff provide a good range of books and children enjoy sharing stories with adults and peers and delight in predictable endings. Children can visit the school library to find books though the access to non-fiction books on a daily basis is limited. Children's communication skills are fostered well through songs and rhymes. They confidently talk to all adults and ask for help in their play. Children develop awareness of number and shape as they complete puzzles and participate in sequencing and matching games. They enjoy a range of creative activities, which enables them to master using small tools, such as scissors, paint brushes, rolling pins and cutters. Children develop skills for the future as they competently use the computer and ask for the timer so all can have a turn fairly. Staff and children develop very positive relationships which help to support children's personal development. Children show affection to staff giving them hugs and telling them they love them. They care for their friends giving them hugs when they fall over. Staff sensitively encourage sharing of the dolls when younger children find it difficult due to their stage of development. Children are developing an awareness of their own and other cultures through planned activities as they celebrate a

variety of festivals. There are many resources available, though sometimes these are not always available in the role play area.

Children enjoy a good range of activities and experiences both indoors and out, which actively contributes to their good health and well being. Daily access to outdoor play helps children develop physical skills and stay healthy. Staff promote sustainability as they help children plant flower bulbs, pumpkins, runner beans and tomatoes plants and they know they have to water them to help them grow. They enjoy looking underneath the containers to find worms and ants and use white boards to record their findings. Children enjoy making models with recycled materials. They are able to explore natural resources inside and out, such as sand and water and artificial snow. They thoroughly enjoy making mud puddles outside, where they happily dig and jump in their Wellingtons.

Children begin to develop an understanding of keeping themselves safe as they practise fire evacuation procedures and learn about crossing roads safely through a planned activity. Staff reinforce good hygiene practices which are incorporated into the daily routines to encourage children to care for themselves and limit the risk of cross-infection. Snack times are social occasions where children choose when to eat at a café style system where staff talk to them and promote their social development. Staff encourage children to develop healthy eating practices as they provide them with a range of healthy snacks, such as apples and tomatoes. Children feel safe as staff have caring relationships and they form strong attachments to adults and other children within the nursery. Children develop knowledge of what is expected and display positive behaviour as staff know individual children well and provide them with a good level of sensitive and appropriate support. The children have use of classrooms within the infant school and share school facilities, such as the library and hall and their outside facilities with the reception class, which develops strong links with the school and makes transition easier.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

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

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