

The Nursery School

Inspection report for early years provision

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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

The Nursery School opened in 1962 and is privately owned. It operates from the ground floor of a residential property in Emsworth, Hampshire and it serves the local community and surrounding area. Children have access to an outdoor play area overlooking the local harbour.

The nursery is registered on the Early Years Register for a maximum of 26 children, from two to five years. There are currently 43 children on roll; of these children 30 children aged three and four years receive funding for early education. The nursery school is open term time Monday and Wednesday 8.40am to 2.40pm when children can stay for lunch. On Tuesday, Thursday and Friday the nursery opens from 9.10am to 1.10pm. The nursery school supports children with special educational needs and/or physical disabilities, together with those who learn English as an additional language, as required.

A total of seven practitioners are employed to work with the children on a full-time and part-time basis. More than half of the staff team hold relevant early years qualifications. The setting receives support from the local authority early years development worker.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are well met and their individuality recognised and valued. Good working relationships established with parents and others promote a shared understanding of children's individual needs. Practitioners know children extremely well. Children initiate their own ideas with practitioners extending them to enhance learning through play. A strong leadership and management team places high importance on continual evaluation across the setting. Consequently, strengths are recognised and areas for improvement identified and prioritised on an ongoing basis continuing to promote successful outcomes for those who access the provision.

What steps need to be taken to improve provision further?

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

- continue to develop systems of self-evaluation within the setting to identify and maintain continuous improvement
- continue to develop linking sounds to letters, naming and sounding the letters of the alphabet
- develop the uses of everyday technology and use information and communication technology and programmable toys to support learning.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust and regularly reviewed to ensure children are well protected and cared for by suitably qualified and experienced practitioners. There have been improvements since the last inspection, this includes secure systems to recruit, appoint and induct staff and monitor ongoing performance and development. All required documentation is kept appropriately and has been updated inline with current guidance. Documentation systems support the smooth, safe and efficient running of the nursery school and contribute effectively to ensuring all children's welfare needs are met. Training is actively supported by management, for example through the implementation of regular professional days in addition to individual training programmes. Practitioners benefit from a strong leadership team, who act as positive role models influencing practice on a daily basis. Evaluation of the provision pinpoints the areas needing improvement, such as developing the uses of technology including programmable toys to support children's learning. The setting has identified that self-evaluation is an area they would like to further develop.

Secure monitoring procedures implemented by the management team and practitioners ensure improvements that are made to the setting are evaluated effectively to promote and support inclusive practice. Management recognises the strengths within the nursery, including the strong links with the local community and the well established working relationships with parents. Secure registration and settling in procedures ensure effective sharing of information in relation to children's family and home circumstances, individual needs, routines and abilities. Consequently, children's starting points are accurately identified in order for practitioners to help plan next steps in their learning. Practitioners use information gained from parents to assist with planning, ensuring children's home language, culture and family circumstances are promoted within the setting. Parents are invited to come in to share their experiences, skills and cultures with children, increasing their understanding of diversity and the wider world. They receive information about the nursery and children's ongoing progress and achievements. Examples include information outlined in the prospectus, newsletters and regular parent consultation meetings. Parents find staff friendly and approachable and know who their child's allocated key person is. Strong links are developed between practitioners and other providers involved in the care of children attending the setting. Staff help children's smooth transition to school and the reception class teacher from the local school visits the nursery.

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

Children across the nursery school enjoy learning through exploratory play, based on their interests and capabilities. Children use three play rooms in which practitioners create suitable learning environments. Areas are defined to provide a role play area, book corner and creative area, for example. These support children's progress well across the six required learning areas. Staff adopt a

flexible approach to the use of resources, so that children move them from one area to another, as they wish, which supports their investigative and imaginative play well.

As children move through the nursery, practitioners encourage them to make good use of their new skills. The children recognise their names and corresponding picture when they self-register. They develop as independent learners, confidently choosing equipment and toys as they move around the nursery school deciding what they wish to do. Clear defined roles and responsibilities, an established routine and the effective implementation of the key person system helps children to settle, become confident learners and make good progress in their individual learning. Children's language skills develop well benefiting from good opportunities to contribute to discussions and make suggestions. Children gain early understanding in number, begin to write letters and enjoy books, all of which lay firm foundations for skills needed in future life. However, children have limited opportunities to develop linking sounds to letters, naming and sounding the letters of the alphabet. Children use information and communication technology equipment, however, this is limited and is an area that the nursery are working on to improve.

Children's behaviour is very good and they know what is expected of them. Consistent boundaries are reinforced through discussion. Children talk confidently about how to keep safe whilst digging in sand outside with varying sized spades this demonstrates an awareness of safety issues and showing a strong sense of belonging within the setting. The implementation of effective risk assessments and health and hygiene policies help to ensure a safe, secure environment. Children begin to understand the benefits of a healthy lifestyle participating in local walks around the harbour and into the village. They participate in music and movement to known songs and delight in using their gross motor skills outside whilst climbing, cycling and controlling their throws of bean bags into a basket ball net.

Throughout the provision, staff achieve a good balance of adult-led and child-chosen play. Planning throughout the nursery school centres around the six areas of learning both indoors and out. Staff understand the value of observing children's play and assess what children do frequently. Staff consistently record the next steps for individual children's learning; they understand what these are, as they know the children so well. Children play together in the sand pit or running balls down a maze of guttering pieces to experience cause and effect. Children enjoy opportunities to investigate change such as observing tadpoles, cooking and exploring different media. Visits to the village's annual food festival and harbour enable children to explore their local surroundings, investigate the environment around them and post their written letters in the local post box. Children develop a strong sense of belonging and responsibility forging strong links with the church and the local community.

Children are happy and confident in the routine. They have very good opportunities to initiate their own activities such as being interested in mini beasts and making spiders, a visit to the seaside prompts making jellyfish in the setting. Children create their own models using junk modelling, they are apt at using a sellotape dispenser and create good replicas of cars, masks and machines.

Children's ability to fully extend their imagined ideas, develop their skills and problem solve are fully promoted through attentive, committed enthused practitioners. Children become aware of diversity through themed activities and discussions and the celebration of different events, cultures and festivals such as Chinese New Year. Individual home language and culture is promoted within the setting and this is continuing to be developed.

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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