

Buriton Nursery School

Inspection report for early years provision

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Inspector	Michele, Karen Beasley

Setting address	Buriton Village Hall, High Street, Buriton, Petersfield, Hampshire, GU31 5RX
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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*.

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

Buriton Nursery School is a community group which is managed by a committee of parents and volunteers, and opened in 1989. It operates in the village hall in Buriton which is situated about two miles from Petersfield in Hampshire. Children have access to outside play facilities. The setting serves the children of the village and surrounding area.

The nursery is registered on the Early Years Register for a maximum of 18 children, from two to five years, although it is the group's policy to only take children from two years nine months. There are currently 26 children on roll; of these children aged three and four years receive funding for early education. The nursery school is open Monday to Friday 9am to 12 noon and 12:30pm to 3pm on Mondays, Tuesdays and Wednesdays during the school term. The nursery school supports children with learning difficulties and physical disabilities, together with those who learn English as an additional language, as required.

The committee employ a qualified leader to be responsible for the day-to-day running of the nursery school. There are five more staff, of whom four are qualified and one is working towards a qualification. The setting includes some Montessori teaching in the curriculum.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the quality of the provision is good. The staff team get to know each child and their family on entry to the setting. The use of an effective key person system results in children being treated as individuals, whose needs are met well. All children, including those learning English as an additional language and children with learning disabilities, enjoy a positive experience of the Early Years Foundation Stage, in which they make good progress overall. The staff and committee demonstrate a good understanding of the Early Years Foundation Stage and maintain effective systems from which to evaluate the pre-schools' provision. They know what they want to achieve next and plan ahead effectively, so are well placed to maintain improvement.

What steps need to be taken to improve provision further?

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

- use observational assessments of children's development towards the early learning goals to identify and plan for their next steps in learning.
- develop further systems of self evaluation within the setting to identify and maintain continuous improvement.

The effectiveness of leadership and management of the early years provision

Systems for safeguarding children are good. All adults who work in the setting are cleared as suitable to do so. Robust risk assessments keep children safe, are implemented by all staff and monitored effectively. The setting is resourced well and has Montessori equipment to enhance children's learning. There have been improvements since the last inspection to the nursery school's vetting procedures, improvement of the outdoor area and the purchasing of new equipment. All required documentation is kept appropriately and has been updated in line with current guidance. Documentation systems support the smooth, safe and efficient running of the nursery school and contributes effectively to ensuring all children's welfare needs are met.

Staff work together successfully as a team to promote good outcomes for children. They receive strong support from parents and the committee, which is clearly committed to improving the provision further, communicating a clear vision for the nursery school's future. This is achieved through effective evaluation of the provision that accurately pinpoints the area needing improvement, such as assessing children's learning journeys to identify and plan for the children's next steps in learning. Strong emphasis is placed on staff gaining further qualifications and undertaking regular training. The provision adopts a transparent approach, so that parents may be fully aware of staff suitability for their roles. Parents' views are sought verbally and in questionnaires, and changes made, so now children enjoy a rolling snack throughout the session and can stay for lunch.

Staff provide children with a variety of activities that helps them make good progress in all areas of the Early Years Foundation Stage. They record observations of children's progress and use their knowledge of the children to provide activities that all children find stimulating and enjoyable. Staff develop positive partnerships with parents through sharing information about their provision verbally at handover and through written materials, such as newsletters, link books and the nursery school's website. Parents find staff friendly and approachable and know who their child's allocated key person is. They discuss children's progress at handover and during regular meetings staff organise. Staff develop strong partnerships with parents of children with special educational needs and/or disabilities. They help children learn to sign, developing games to promote their development which other children also enjoy playing. They closely monitor progress and liaise with other professionals. Staff help children's smooth transition to school and the reception class teacher from the local school visits the pre-school.

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 a spacious room in which staff create suitable learning environments. Areas are defined to provide a 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 setting, staff encourage them to make good use of their new skills. The children recognise their names and corresponding picture when they self-register, and put things to take home in their own 'clear pockets' storage. They develop as independent learners, confidently using some Montessori equipment to learn about practical life skills and move around the nursery school deciding what they wish to do. High adult to child ratios contribute positively to children acquiring new skills, such as emerging speech, learning to share and generally getting on well alongside others. 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.

Throughout the provision, staff achieve a good balance of adult-led and child-chosen play. All children experience times outside, getting fresh air and exercise in open fields and on walks down to the village duck pond to feed the ducks and to watch a house roof being re-thatched or lambs being born at the local farm. Children participate in making birds nests for a National Bird Watch project, also making 'binoculars' for bird watching. Children use these in the village looking for birds and identifying them back at the setting in reference books. Inside children have use of a large hall where they practice their physical skills and participate in action songs.

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. Currently, staff do not consistently record the next steps for individual children's learning; however, they understand what these are, as they know the children so well. They are aware of this weakness and are currently instigating a suitable new system to rectify this. Staff incorporate children's interests into planning effectively, such as children being interested in the life cycle of a frog. Children observe tadpoles in a tank and write about the changes they see. This encourages sustained curiosity and helps children progress well because they are interested in what they do.

A key person system works effectively to welcome children into the nursery school, including those with learning difficulties and or disabilities and those learning English as an additional language. It provides continued good emotional support. It is used to help track children's progress in the Early Years Foundation Stage. Children's safety and good health are maintained well. Individual staff know their particular roles and responsibilities in contributing to these, carefully following procedures.

Children learn about healthy living and how to keep themselves safe because staff act as good role models. For example, they not only remind children of the need to pick up resources so that no-one trips, but show them what to do. Children learn positive attitudes from an enthusiastic committed staff and behave well.

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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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