

Shiplake Village Nursery

Inspection report for early years provision

Unique reference number	133699
Inspection date	29/06/2010
Inspector	Tracy Bartholomew

Setting address	Memorial Hall, Memorial Avenue, Shiplake, Henley-on-Thames, Oxfordshire, RG9 4DW
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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

Shiplake Village Nursery has been established since 1966, it has been in its present location since 1990. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It takes place in the village memorial hall and serves the local village community of Shiplake in Oxfordshire and the families living in the surrounding rural area. The village hall premises include a nursery room, main hall, a kitchen and toilet facilities. The main hall is used by other community groups. There is a suitable enclosed area for outdoor play attached to the hall.

The nursery may care for children aged two years to under eight years and the summer club children from three years to under eight years. A maximum of 20 children may attend at each session. There are currently 46 children on roll in the nursery of whom 31 are nursery education funded three and four year olds. The summer club numbers are variable.

The nursery is open from 09.00 to 12.00 and then 12.00 to 15.00 Monday to Friday. The rising four group is held on Monday and Wednesday afternoons and Wednesday morning session is dedicated to children aged three and half and over. Children may attend for a variety of sessions and the nursery is open term time only. A summer club is available for two weeks during the summer holidays and is open from 9.15 to 13.00. The group is able to support children with disabilities and/or learning difficulties and children for whom English is an additional language.

Five members of staff care for the children, all of whom have appropriate childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy confident and are thriving in this safe, welcoming and stimulating environment. They are making good progress in their learning and development. This is due to the commitment and dedication of staff to promote an environment which is stimulating and fun for all individual children. The nursery accurately identifies its strengths and has clear plans in place to further improve on their ongoing development in all areas. Due to this children are confident learners and are making good overall progress in their learning and development.

What steps need to be taken to improve provision further?

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

- reconsider the organisation of meal times, especially during lunch time, to ensure children's health and wellbeing is promoted at all times
- further develop and effectively organise developmental records and planning

to support children's ongoing development and improve further practices

The effectiveness of leadership and management of the early years provision

The pre-school has effective safeguarding policies and procedures. The manager takes the lead for child protection and she is clear about her role and how to ensure this knowledge is cascaded to all staff. All new staff are fully vetted and references are fully checked to ensure that they are suitable to work with children. Staff have considered any hazards that the environment may present to children and taken appropriate steps to minimise these. A detailed risk assessments is undertaken on a daily basis and twice a year to ensure all hazards are identified and prevented to maintain children's safety to a high standard, in addition the staff are skilled at noticing and removing hazards, such as children leaving toys in walkways.

The well-established management team and committee work well together with all staff, they are clearly aware of the strengths and areas which require further work. As a team they review and reflect on all areas of their work to ensure they continue to meet the continually changing needs of the children. Awareness of issues of equality and diversity underpin everyday practice, staff get to know each child very well and understand how to meet their differing needs and promote fully inclusive practice. The pre-school has a special educational needs coordinator and she has a clear understanding of her role, she supports staff in meeting children's needs and works effectively with other professionals to support and identify children with special educational needs.

The nursery has a strong partnership with parents, they provide parents with a vast amount of opportunities to become involved in their children's learning and development. They are currently reviewing their practice within this area to further consider how parents can become more involved in their child's learning journey profiles. Parents benefit from the friendly and welcome environment, they are welcome any time at the setting to talk with their child's key person about their child's learning and development and parental meetings are available. The nursery uses the parental information board effectively to give parents an overview of their children's day, this coupled with regular newsletters to parents fully keeps them abreast of all events.

The nursery is well resourced, the children benefit from the selection of the resources, which are obtained and stored at their height, this allows them the freedom of choice during their learning and play. Throughout the nursery, children's work is attractively displayed. This clearly shows that the staff value the children's efforts and helps the children's confidence and self esteem.

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

Children are happy and confident within their surroundings, they undertake a wide range of activities, which are well planned by staff, reflecting the children's interests and developmental skill. Children are offered a balance of planned and free play opportunities. Staff are skilled at knowing when to intervene and when to allow children time to problem solve. This is reflected in all areas through activities such as, when practising new skills at sports day preparations. This promotes the development of the children's ability to think critically and problem solve. Children enjoy story time and staff use these sessions to develop the children's different skills, for example singing when the staff used a CD to support the story telling of 'the women swallowing a fly', this combined with effective and fair questioning allowed all children to experience and develop the communication, language and literacy development very well. Children's creative skills are evidently well supported, the children enjoy making cards, exploring with paint, planting and growing and exploring with chalk on a daily basis.

The nursery has implemented new methods for recording children's learning and development. Whilst these records have many strengths, they are complicated and they do not clearly show how each child's level of attainment is achieved, in addition next steps are not consistently identified. This information is at times recorded, although has to be unpicked from the observations and photographs to ensure that each aspect of the child's learning and development is appropriately underpinned by the Early Years Foundation Stage. However, the staff know their key children very well and understand where each of them is at in relation to their development.

Staff make sound use of the outside play area, they have ample equipment to aid the learning and physical development of all the children at the pre-school. The children enjoy activities outside such as sand play, filling bowls and buckets with water to paint the fences and posts. Other children enjoy one to one time looking at animals and discussing the differences. In addition the children's gross motor skills are well developed as they have the opportunities to use larger equipment such as digging equipment in the gardening area, driving cars and scooter.

Mealtimes in all areas are a social occasion with the children sitting together chatting about their day. Children are encouraged to be independent with their packed lunches and staff are on hand to support them with this task. However, this time of the day can be un-organised and disruptive, with children wandering around to play with toys, explore in the bathroom and seek staff to help with tricky packaging. In addition some children drop items of their lunch on the floor which then poses their health at risk as they pick this up. The nursery has clear policies and procedures relating to health and hygiene which cover all areas from nappy changing to excluding children who have been unwell. These procedures are effectively put into practice by the staff which helps prevent the spread of infection.

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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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