

# Wensum Valley Nursery School

Inspection report for early years provision

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**Unique reference number** 254164  
**Inspection date** 26/03/2010  
**Inspector** John Mason

**Setting address** Wensum Road, Lyng, Norwich, Norfolk, NR9 5RJ

**Telephone number** 01603 872252

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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

Wensum Valley Nursery School was established in 1969 and is currently registered to provide care for 23 children aged two to under eight years. The privately owned and managed nursery school operates from a purpose built classroom in the grounds of Lyng Primary School. The premises include a self-contained mobile, with two toilets, small kitchen area, cloakroom area and an enclosed outdoor play area. There are no issues which may hinder access to the premises. The nursery is open between the hours of 9:20am and 11:50am Mondays to Fridays during normal school terms.

Children are drawn from the local surrounding villages. There are 27 children on roll, 12 of whom are funded three- or four-year-olds. One child is learning English as an additional language. Although some staff are trained in aspects of special educational needs provision, at present no children have special educational needs and/or disabilities.

The group is managed by a voluntary committee, many of whom are parents. They employ a team of five staff, all of whom hold appropriate qualifications. The manager holds a Level 4 qualification, two members of staff hold Level 3 qualifications and two hold Level 2 qualifications. Parents are welcome to involve themselves in the work of the setting. The nursery has developed strong links with Lyng Primary School and is developing further links with Hockering and Great Witchingham Primary Schools. It receives support from the local authority. The setting is a member of the Pre-school Learning Alliance. The setting is on the Early Years Register and both parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Wensum Valley Nursery School provides very effectively for all the children who attend. Staff know the children well. Their teamwork and enthusiastic engagement ensure that children's needs and welfare are provided for well. Children settle well and enjoy attending this inclusive setting. Effective systems to monitor and evaluate the setting's performance provide a good capacity for sustaining the significant improvement since the setting was last inspected.

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

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

- develop more concrete learning experiences out of play by encouraging children to speculate about possible outcomes of their activities more frequently
- link assessment and planning more thoroughly to ensure that next steps in children's development are more finely planned and that activities covered

- each week are more evenly balanced
- develop the outdoor environment to give children opportunities for quiet interaction and to provide an uncluttered space for them to exercise more freely.

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

The manager has built up a stable and dedicated team of practitioners who have a strong commitment to children's welfare, learning and development.

Responsibilities are willingly shared. Staff are keen to attend courses which develop their skills and contribute to developing and improving provision. The staff's commitment to safeguarding children is outstanding. Staff are vetted to ensure they are suitable to work with children. A comprehensive range of policies and checks are regularly reviewed and supported by meticulous risk assessments, thorough record keeping and regular update training. Children quickly adopt routines which make them attentive to the needs of others. Any misunderstandings between them are quickly turned to positive social learning experiences by attentive staff. Partnerships with parents are excellent. Parents speak strongly of the clear two-way communication with the setting on children's achievements, well-being and development. Key practitioners are highly regarded. Parents are encouraged to become actively involved in the provision. For example, one mother, who is a puppet maker, has helped children make puppets to further their creative development. Other parents read to the children and can continue the activities started in the setting at home by using the well-kept and documented 'learning journey' books.

The setting's self-evaluation, which takes into account the views of the staff, committee, parents and the local authority adviser, shows an accurate understanding of strengths and areas for improvement. It is well informed by good planning and assessment procedures, which foster reflection on the success of topics and activities. The setting recognises that there is still scope for these procedures to identify more closely next steps for individual children and to ensure all the areas of learning are covered in planning on a more regular basis. The nursery has a strong commitment to inclusion. Family backgrounds are well understood and staff use family information sensitively to support the welfare and development of each child. One child, for whom English is an additional language, is given every encouragement to integrate with others and very carefully monitored so that their progress is assessed. Mutual appreciation of English and German traditions is developed by including St Martin's Day lantern parades and St Nicholas Day traditions alongside customary English celebrations. Some staff have special training to support children with special needs, but none are on roll at present. Good partnership links are in place to facilitate external support if parents or staff have particular concerns. Very close links with the adjacent primary school include a six week 'Rising Five' programme of exchange activities to ease children's progress into primary education. The setting has successfully addressed issues raised at the last inspection.

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

Children are happy and settled within the warm and welcoming environment which celebrates their achievements in a colourful and stimulating way. They have many opportunities to make good progress in their all-round development. Staff engage very well with the children, supporting and praising children's achievements and developing both self-esteem and a strong sense that they belong to a caring community. Children have an excellent understanding of routines which have been developed for their safety and well-being. They use scissors and knives carefully under supervision and keenly understand the risks involved. They know to wait their turn, so that all are treated with the care they merit. They attend carefully to matters of health and hygiene, enjoy their healthy snacks and are able to take water whenever they want.

Staff have a good knowledge of the Early Years Foundation Stage and plan a wide range of enjoyable activities which are well matched to the children's needs. A good balance of adult-led and child-initiated activities covers all areas of learning. Children behave well and share their enthusiasms keenly with others. Children listen attentively to staff and enjoy activities organised for the whole group, such as singing and action rhymes, as much as their varied freely chosen activities. Children make good progress in speaking and communication skills. The older children are beginning to write their names accurately and attribute purpose to their writing, such as showing ownership of their art work. Some are already able to recognise that through counting in patterns, for example pairs, they are able to do very simple calculations. Staff use questioning skills well to involve children and foster their imagination, but there is scope for wider use of speculative, open-ended questioning to help children understand better how to learn from their play experiences. Sometimes boys and girls gravitate towards separate activities, such as playing with diggers or painting respectively and more could be done to encourage more integrated play during such activities. When using computers, children understand basic functions and find the interactive environment stimulating in developing and extending their learning, for example when colouring heraldic shields.

Access to indoor and outdoor activities is good, with free movement between the two. Outdoors, children have a good range of apparatus and activities to foster their physical development and to investigate the world. They climb, slide, balance and ride on tricycles, developing safe practices while improving their coordination and their motor skills. They use their imagination when playing sensibly in sand and also show a good awareness of how things grow when they do gardening activities in earth boxes. They show a keen interest in observing the insects they collect for the magnifying box. The setting has rightly identified the need to develop an area for quiet interaction in the compact space available. The lack of a larger area of open outdoor space constrains children's ability to run around freely.

## 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	1
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	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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