

Pembury School House Nursery

Inspection report for early years provision

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| Unique reference number | 127440 |
| Inspection date | 11/06/2010 |
| Inspector | John Viner |
| Setting address | Lower Green Road, Pembury, Tunbridge Wells, Kent, TN2 4EB |
| Telephone number | 01892 825580 |
| Email | |
| 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

Pembury School House Nursery opened in 1989. It operates from two rooms in premises on the site of a primary school in Pembury and can care for up to 20 children at any time. The nursery serves the local area. There are currently 56 children from two to five years on roll; of these, 39 receive funding for nursery education. Children attend for a variety of sessions but there are never any more than 20 at one time. The setting currently supports children with special educational needs and/or disabilities. The nursery is open from 9am to 12 noon on Mondays to Fridays, during school term times. There are additional sessions from 1pm to 3.30pm, on three to five afternoons a week, according to demand. The setting employs seven members of staff, five of whom hold an appropriate early years qualification and two are currently working towards one. The setting receives support from the local Early Years Development and Childcare Partnership (EYDCP). The provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Pembury School House Nursery is an example of outstanding provision. The excellent care and the high quality education that children receive ensure that they make good progress and are well prepared for their full-time compulsory schooling. The setting is very effective at meeting the needs of all children, including those with special educational needs and/or disabilities. The excellent assessment procedures that are used to plan interesting work for each individual child ensure that they are all included, regardless of age or ability. There are outstanding partnerships with parents and others which provide excellent support for children's learning and development. The very effective leadership and the excellent team work of all the staff ensure that all adults are closely focused on making the provision the best it can be and ensure that the setting has an outstanding capacity to continue to improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- organising children's assessment records in folders that hold the papers more securely than the present system and which are more easily accessible by staff and parents
- improving children's access to computers.

The effectiveness of leadership and management of the early years provision

The nursery manager provides a clear, ambitious vision which is shared by the staff team and trustees. They have a clear understanding of what the setting does well and their self-evaluation builds on the leadership's vision and identifies clear actions for improvement. This common sense of purpose extends to all adults who work together to create an inclusive, rich and stimulating environment for the benefit of all children. The regular staff meetings, which are attended by the whole team, demonstrate the shared commitment of the staff and make an outstanding contribution to the leadership and management. All safeguarding procedures are met and rigorously implemented so that children are kept safe and secure.

At the last inspection, the setting was asked to improve its assessment arrangements, create more opportunities for pupils to make their own choices and enable children to explore reading, writing and mathematics through role play. The leaders have acted robustly to address these issues and assessment is now excellent, there are high quality, stimulating role-play areas and the whole ethos of the setting is founded on children's choice and free flow from one activity to another. Resources are carefully deployed so that they support the rich learning environment, although children's access to computers is limited because the one machine is in an under-used location where it is difficult to be a choice of activity. Recent internal refurbishment has modernised the upstairs accommodation and created a kitchen area in which children can experience food preparation.

Partnerships with parents and others are outstanding. The setting actively engages with all parents. They are very well-informed about the work of the setting and with the progress their children make. The views and suggestions of parents and carers, and those of their children, are welcomed, valued and acted on. Parents and carers speak very highly of the partnership with the setting and of the 'high calibre of...skilled and creative staff who work as a happy and mutually supportive team'. They respect the manager and acknowledge her expertise.

The setting works closely with the local authority, who has designated it as a centre of excellence. Other settings visit to observe and share good practice and senior staff provide outreach work. The manager is developing effective links with local childminders so that they can draw on the setting's resources and it is currently a hub for the loan of toy sacks to local settings. The good links with the primary school ensure that children are well prepared for their move to compulsory education and settle quickly in their new school.

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

The setting is well equipped and all children have access to a wide range of interesting indoor and outdoor activities that stimulate their interest and help to develop enquiring minds. Provision is outstanding because it is tailored to meet each child's individual learning and welfare needs. The very good provision for

children's welfare shows in the excellent relationships children have with staff. Even the youngest children quickly feel safe and cared for when they join the setting and are soon ready to learn. Adults know the children well; they have a very clear understanding of individual needs and can therefore plan to meet them. Because children have frequent opportunities to make choices and solve problems they make outstanding progress in their learning and development. They develop independence and self-confidence that helps them to enjoy their learning and contributes to the smooth running of the setting. Children demonstrate their independence during snack time, when they register themselves for snacks and choose their own food. They recognise which foods are healthy and wash their hands before eating with little adult prompting.

Children enjoy their learning; one parent commented that their child often said 'Yippee, school today!' They thrive in the rich learning environment available to them. Adults are diligent in supporting learning through conversation and questioning that helps to develop and extend communication skills. Children talk confidently to adults and to each other and enjoy beginning to count and make early attempts at writing. Children's social development is excellent, they collaborate well, for example in moving a large pole across the outdoor area. They behave very considerately and politely to staff and to each other and they care for each other's safety. As a result, the setting is calm and ordered.

Staff have a very good understanding of the Early Years Foundation Stage and their planning ensures that all aspects of the framework are covered. They carefully track each child's progress through detailed observations and keep comprehensive records, including notes, samples of work and photographs. Parents are engaged in their child's assessment as soon as they join the setting and help their key person to plan their child's programme in detail. They contribute to their child's ongoing assessment. The work samples and photographs are used to create an annotated record of each child's learning journey. Although these assessment records give a good picture of a child's development, they are not presented in an attractive or easily accessible way that would help children and parents to appreciate their importance. When they move on, detailed progress records are passed to the child's school so that they have a good measure of each child's abilities when they join the school and can therefore better plan for them.

Children in this setting receive an excellent foundation in all areas of learning and develop excellent attitudes to learning and behaviour. Parents agree that the setting 'is exceptional in the care, attention, activities and education our children receive'. This foundation ensures that, by the time they leave, children are well prepared for the next stage of their education.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 1 |

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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