

Whixall Nursery

Inspection report for early years provision

Unique reference number

EY360108

Inspection date

24/05/2010

Inspector

Stuart Herbert

Setting address

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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

Whixall Pre-school Nursery opened in 1996 and was taken over by the present owner in 2007. It operates from a demountable room in the grounds of Whixall Primary School. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 8.00am to 3.15pm, term time only. All children share access to an enclosed outdoor play area.

There are currently 25 children aged from two to under five years on roll. Children come from a wide catchment area. The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The nursery employs three members of staff. Of these, two hold relevant early years qualifications, whilst another staff member is working towards an appropriate qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming and highly inclusive environment in which their welfare, learning and development needs are well met by a dedicated team of adults. Parents speak enthusiastically about how much their children enjoy learning and how individual needs are met. Children make good progress. Staff are good at sharing information with parents. Partnerships with parents and carers are very strong and are highly valued. Indoor space is attractive, secure and well organised to support enjoyment of learning. Children's needs are well met with easy access to a wide range of activities. Diversity and equality is very strong and children with special educational needs and/or disabilities make very good progress. There are good systems in place to monitor, review and reflect on current practice and the setting has a good capacity to improve further. The recommendations from the last inspection have been addressed.

What steps need to be taken to improve provision further?

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

- ensure that children are freely able to access more outside learning opportunities
- ensure that staff take part in regular training to develop skills to support indoor/outdoor free-flow learning
- ensure that tracking of individual progress identifies rate of progress from entry profile.

The effectiveness of leadership and management of the early years provision

The leadership and management of the nursery is good, with well-managed procedures, structures and work practices. Children's welfare is paramount and supported by extensive recruiting and vetting arrangements of all adult workers. There are clear safeguarding and child protection policies. Thorough risk assessments of all areas of the nursery are undertaken to ensure safety and a high level of hygiene. The staff team work closely together to deliver a good balance of adult-led and independent activities. The staff are very well led and monitored by the nursery leader. Professional development of all staff is given high priority and is supported by regular appraisals. No one can enter the nursery unless a member of staff lets them in. Learning is well managed and structured to support both group and individual needs. The kitchen area is safe, well equipped and clean.

Excellent relationships with parents and carers enhance opportunities for all children. Parents and carers are highly informed on all aspects of their child's progress, well-being and development. Parents and carers are positively encouraged to play a part in their child's learning and development. Parents speak highly about the quality of care and support provided by a dedicated staff team. Staff allow parents sufficient time to discuss any issues or concerns about their child when they drop off and collect children on a daily basis and children's learning stories are shared weekly with parents and carers. Children with special educational needs and/or disabilities are very well integrated and they achieve very well. Structured approaches and strategies are used successfully to support good progress. Outcomes for children and their experiences are positive, enjoyable and rewarding, and this builds children's self-esteem and confidence. The children have an excellent appreciation of equality and diversity. There are good partnerships with the primary school where hot lunches are provided and children have the opportunity to play weekly with reception children. The vicar, mother and toddler group and library service are regular visitors to the nursery.

The provider is highly motivated and passionate about providing high quality care and guidance to all children. All staff, parents and carers are valued and their opinions and views are sought on all aspects of provision. Self-evaluation is good but does not yet fully include the views of all staff, parents, carers and children. The provider has identified the need to plan more outdoor learning opportunities and to build upon current indoor/outdoor free-flow learning plans. Staff should also train further on the tracking of individual progress from entry levels, so as to support well-informed progress judgements .

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

Relationships are a key strength within the setting. Staff have close and supportive relationships with children, allowing them to feel secure and confident in their play and learning. Children speak confidently about what they are doing and enjoy sharing their thoughts. Children have a wide range of resources to choose from,

such as construction kits, role play toys, cars, art and craft equipment and sand. Outside, there is large play equipment, tents, racquet games, writing and number boards and a vegetable garden. Children have wet weather gear to allow them to access the outside in all weather. Children achieve well because their personal, social and emotional development are given high consideration by a caring team. Children are seen as individuals whose specific care and development needs are well planned for, assessed and supported by all staff.

Children are well behaved and their relationships with each other are good. They play safely, share and negotiate with each other well over toys. Learning stories show weekly progress and are shared with parents. Adult-led learning directs children to sound letters clearly, write in their writing books and begin to develop independent writing. They sing 'Happy Birthday' and count to four, and then to six and 16. Children work independently, cutting and pasting, painting, writing and playing outside. Staff use post-it notes to record assessments, however the overall monitoring of progress from entry levels requires more robust tracking. Effective questioning during a story about the moon helps children to understand differences between the earth and the moon. Some children understand floating. Free-flow learning between indoor/outdoor areas is an area that the provider has identified for improvement. Children enjoy singing 'Twinkle Twinkle little Star', 'Ba Ba Black Sheep' and 'Wheels on my Bus'.

Children have a good understanding of healthy choices. They wash their hands before eating and choose from a selection of fruit and salad at snack time and can help themselves to milk and water. Children have healthy lunch boxes and receive hot lunches in the primary school allowing them to meet older children and other staff in the dining hall. Children have fresh air and exercise each day in the outdoor area. Children are encouraged to be independent and they talk about being happy in school with good friends. Staff remind children during their play about sharing and taking turns. Children learn to tend and grow plants in their vegetable garden with help from a local gardener.

Staff are keen to develop their skills to provide high quality educational programmes for all children. Children make good progress towards the early learning goals because of the varied range of opportunities provided throughout the nursery. Regular observations and assessments are carried out leading staff to identify children's next steps. Children display high levels of self-esteem and confidence and this is further reinforced through good quality interactions with staff as they listen to children and make them feel valued. Children enjoy their learning and value their nursery.

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	1
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	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

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