

Old Felixstowe Nursery

Inspection report for early years provision

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Inspection date 24/06/2010
Inspector Gillian Walley

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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

Old Felixstowe Nursery opened in 1965. It operates from a portacabin with two rooms and has a kitchen and cloakroom facilities. The portacabin is situated in the grounds of Kingsfleet Primary School in Felixstowe. The nursery is registered with Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and serves the local community.

There are currently 62 children on roll, some of whom are in receipt of funding. Children attend for a variety of sessions. The setting supports children who have special educational needs and/or disabilities and those for whom English is an additional language.

The group opens five days a week during school term times. Sessions are from 9.05am to 11.45am and from 12.45pm to 3.25pm.

Seven members of staff work with the children along with two volunteers. More than half the staff have recognised early years qualifications to National Vocational Qualification Level 2 or 3.

The setting receives support from the local authority and has established links with the adjoining primary school which most of the children move on to.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children, including those for whom English is an additional language and those with special educational needs and/or disabilities, make good progress in this inclusive setting. This is because the new manager and her staff are very experienced and they update their skills through regular training courses. They evaluate the provision regularly to identify steps they can take to improve it further. The new manager has reviewed the provision and has begun to consider the improvements she will make in the new building. She is providing good leadership and consistency for the children and their parents. The nursery has an outstanding drive to improve the provision further.

What steps need to be taken to improve provision further?

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

- ensure that the progress of all groups of children is reviewed regularly so that the manager can check that all children make consistently good progress and the provision meets their needs.

The effectiveness of leadership and management of the early years provision

The staff are very vigilant at all times so that the children are always safe and secure. Gates are kept locked, and visitors sign in. All staff are vetted and the children often practise leaving the building in an emergency. The staff check the classrooms and outdoor area at the start of each session to be sure there are no hazards. They keep detailed records of any accidents and parents sign these so that they know what has happened. The staff can refer to information about children's allergies, and if a child needs to be given medicine parents are asked for permission. All staff have first aid qualifications. They are particularly careful to ensure that the children are always supervised in any part of the building and are never left alone. All staff have had recent training in safeguarding children and they are very aware of their responsibilities. The nursery's safeguarding policies and procedures are thorough and reviewed regularly to ensure the children's safety at all times. The nursery staff have made significant improvements since the last inspection report, for example, they now meet more often to plan activities. Parents are more involved in their children's learning and are welcome to come in and help.

The staff team meet regularly to review their procedures and to consider self-evaluation and making improvements in what they provide for the children. They have been involved in planning the layout of their new building and its resources and have an outstanding drive to improve further. The nursery has good partnerships with parents, who feel that their children make very good progress, especially in their speech and through showing an interest in books. They feel that the children are safe and very well cared for and they feel the nursery is well led. They find the staff approachable and helpful and they can talk to them informally at dropping off and collection times. They develop particularly strong links with their children's key workers. They find out how well their children are progressing at parents' evenings, although they do not receive this information in writing. They can look at their children's files of observations and photographs at any time. They are invited to come in to see how their children learn. They are also welcome to talk to the children, for example, about the work they do. Parents are asked to tell the staff what interests their children most when they are at home so that the staff can plan activities which will appeal to the children and will encourage them to learn well. This is particularly helpful for children when they first start coming to the nursery. Parents receive an induction pack so that they understand the nursery's policies and procedures. The manager values parents' views and carries out regular questionnaires. Parents can find useful information about the nursery and other local services at the entrance, including photos of all the staff.

The nursery staff work closely with the adjoining primary school and with staff at other local schools which the children move on to. They pass on detailed records so that they get to know the children quickly. The children go to special events in the school, they use the hall for exercise sessions and play on the school field. They also visit the reception classroom to meet their new teacher. The nursery is inclusive and meets the needs of all children, including those with special educational needs and/or disabilities and those for whom English is an additional

language well. The nursery also works effectively with the children's parents and makes referrals so that children receive appropriate support from other agencies. This enables all children to make achieve at a good standard.

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

The staff plan exciting activities which encourage the children to enjoy many new experiences. They make exceptionally good use of their limited space and the difficulties which result from having two small classrooms instead of one large one. The children have a wide range of toys and excellent resources to play with, including a book corner and role play areas. They have chosen to make one role play area into a camp site because they have been talking about holidays. Children develop their creative skills through painting, collage and printing, and are proud to talk about their pictures of butterflies and ladybirds which are displayed on the walls. They can choose from a very wide range of resources. They use computers to develop good coordination skills.

The children's key workers observe their learning and development closely and keep good records of the observations and photographs of the children's learning. These enable the staff to monitor and evaluate the progress the children make in each area of their learning, and to identify any areas where they make less than expected progress. However, they do not review the progress of the children so that they know all groups are making equally good progress. The staff plan the activities based on knowing what the children can already do and understand so that the children move on in their learning. Children make good progress because the staff adapt the activities to their level. They support all children well so that they are completely included and are able to achieve.

The children are well behaved and polite because the adults have very high expectations of them. They encourage them to develop new skills by asking them questions and they speak positively to them so that they learn to make the right choices. Children listen to one another, share their toys, take turns and persevere with activities. They are confident and keen to talk to visitors about their learning. The children develop their fine muscle skills through activities, such as, threading and they enjoy imaginative play and can choose what scenario the role play area should become. The children enjoy going outdoors and have some good opportunities there, for example, to ride their bikes, and to grow many different plants and vegetables. They also begin to develop their writing skills outside by using chalks on the ground.

The children learn to be independent, for example, by choosing when they would like to eat their snacks and by finding their names and putting them on the registration board. They learn about the importance of a healthy lifestyle because they eat healthy snacks and talk about their display of pictures showing ways to be healthy. They learn how to avoid the risk of infection and can explain why and when they need to wash their hands. The children talk about customs and special celebrations, such as, Diwali, Easter and Chinese New Year by talking about pictures, looking at books and cooking special food, such as, noodles. Sometimes

visitors come in to talk to the children about these special occasions. The children develop their understanding of being part of the community, for example, by taking part in the town flower festival.

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	1
The effectiveness with which the setting deploys resources	1
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