



Village Nurseries Ltd.

Inspection report for early years provision

Unique Reference Number	EY284413
Inspection date	21 November 2005
Inspector	Ceri Ann Mills

Setting Address	Emmanuel United Reform Church, The Grove, West Wickham, Kent, BR4 9JS
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Telephone number

E-mail

Registered person	Village Nurseries Ltd
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Type of inspection	Integrated
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Type of care	Sessional care
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ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

This established pre-school opened under new management in 2004. It is one of a group of five pre-schools owned and run by Village Nurseries Ltd in the London Borough of Bromley. The pre-school is based in the Emmanuel United Reform Church hall, which is situated close to the High Street in West Wickham. Children have access to two halls. The lower hall is used as the main activity room and the upper hall for refreshments and physical play.

It is open Monday to Friday between 09:15 and 12:15 during term time only and may care for up to 26 children aged 2 to under 5 years. There are currently 14 children on roll, of whom 13 receive funding for nursery education.

The pre-school supports children with special education needs and children who speak English as an additional language. There are five staff employed, of these three have an early years qualification. A minimum of three staff work directly with the children at each session.

The pre-school receives support from the Early Years and Childcare Service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is consistently promoted by all staff who apply stringent procedures for ensuring the premises and facilities are very clean and hygienic before and after each session. Effective measures are in place to prevent the spread of infection. Children learn about the importance of personal hygiene, such as washing their hands before taking refreshment and after using the toilet, as staff routinely talk to them about protecting their health and set a good example.

Children benefit from the healthy options which are offered at snack time and thoroughly enjoy eating a variety of fresh fruits and drinking milk and water. Staff effectively use snack time to promote children's awareness of looking after their bodies. For example, children know that sugar is not good for their teeth. Children recognise when they are thirsty and help themselves to drinking water throughout the session. Children's individual dietary needs are met well because staff have regard for the recorded information gathered from parents.

Children have daily opportunities to be active which develops and enhances their physical well being. Staff make good use of the space indoors to provide children with a range of stimulating and physical play experiences, such as climbing, pedalling and balancing. Children have a good awareness of their environment and move around spontaneously, without encroaching on other children's space. They are beginning to understand the effect that exercise has on them. For example, following an energetic music and movement session staff encourage the children to rest their bodies. Children's health and well being is secure as there is a staff member trained in first aid on the premises at all times and good procedures are in place for the recording of accidents.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in a secure, spacious and mainly safe environment, which is formally and routinely risk assessed by staff. Where hazards are identified action is taken to protect children. For example, when the central heating was unexpectedly turned up

staff promptly put measures in place to make the radiators and pipes inaccessible to children. Children's security, whilst on the premises, is carefully monitored and effective procedures ensure children are not able to leave the premises unsupervised. Visitors are not able to gain access to the building without alerting staff and their presence is recorded.

Children easily access a wide range of play materials which staff arrange on the floor and low tables so that children can use them safely and independently. Children develop a clear understanding for the appropriate use of equipment and resources to promote their own safety and the safety of others; this is enhanced by the effective explanations given by the staff. Children listen attentively and observe the rules as they line up before moving from one hall to another. Children are familiar with evacuation procedures because fire drills are regularly practiced. Children develop a greater awareness of community safety from the various professionals who visit the setting from time to time, such as the fire service, police and road safety officers. Children are protected well as the staff have a clear understanding of child protection issues, enabling them to follow appropriate procedures should they have concerns. Policy documents are shared with parents so that they know that a child's safety and welfare is the setting's first priority.

Helping children achieve well and enjoy what they do

The provision is good.

Children clearly enjoy being at the pre-school and are quick to engage in their chosen activity on arrival. Staff work hard to create a bright and child centred environment, by displaying plenty of examples of the children's work and setting out attractive and accessible equipment. This results in children showing great interest in their surroundings and develops their decision making skills. Children play purposefully with a broad and balanced range of activities available to them. Staff effectively support children in their play and are very attentive to what children say and do. They respond positively to children's questions and provide many opportunities for children to extend their thinking through a range of problem solving activities. For example, when children try unsuccessfully to operate a tape recorder staff ask them to think about the colour of traffic lights for stop and go. The children carefully observe the control buttons and then confidently turn the recorder on, which results in delighted children who are able to use the equipment independently.

Children develop and achieve because staff effectively use the frameworks of Birth to Three Matters and the Foundation Stage for planning and assessment. Staff observe children's abilities and promptly note their development, which is later transferred so that they can plan appropriate activities to meet the individual needs of all the children.

Nursery Education.

The quality of teaching and learning is good and children make positive progress towards the early learning goals because staff fully understand the foundation stage for learning.

Children's individual development is monitored well by key staff through an initial assessment of children's attainment on starting at the setting and regular observations. Staff use the information effectively in planning children's individual rate of progression so that they reach their potential. Children's literacy and communication skills are promoted through a range of practical exercises with paints, crayons and manipulative play. Children use accessible tools to practice and extend their dexterity skills and enjoy being creative. Books are easily accessible and used well to support many of the activities, such as the nature table. Children show delight when staff share stories with them in a visual way using puppets. Children have many opportunities to understand letter, sound and word association because staff understand the effective use of children's representations and labelling throughout free play.

Children show a good understanding for counting and the opportunities through many routine parts of the session reinforce and build on their knowledge. Children learn about measuring and amounts through practical activities. They demonstrate their understanding of mathematical language well in daily situations, such as subtraction during familiar number rhymes. Children enjoy exploring with materials such as sand and water and show a fascination for how things work. Staff use effective open questioning and clear explanations to encourage children's thinking and independence when using technology. Children understand the basic concepts of time and through discussion are able to recall past experiences and delight in future events.

Children develop a good awareness of other peoples' cultures and festivals through regular celebrations and a wide range visual aids. Children enthuse during their daily music and movement session. They show great interest in the way musical instruments sound and enjoy joining in with ring games. Children use role play to act out their own experiences, often extending their imaginative play to all areas of the hall and involving other children and staff. Children explore colour and compare textures through well planned activities. Staff make the most of the seasons to raise children's awareness of the natural world and changes in their environment.

Helping children make a positive contribution

The provision is good.

Most children settle very well and look forward to their pre-school session because staff warmly welcome children and their parents as they enter the setting. Less confident children receive lots of reassurance and cuddles from their key worker, which helps them to feel comfortable and secure as they begin to separate from their parents. Children's behaviour is very good. They show care and respect for each other and enjoy helping to tidy up and serve refreshments. Children's independence is strongly encouraged within the hall, where they make their own choices and show a positive approach to new experiences. However, there are limited opportunities for children to develop their self care skills, such as managing dressing and undressing. Children enjoy being the nominated "helper" for the day, which builds their confidence and gives them a sense of responsibility. Children are aware of their own achievements and inform staff of these by showing them their pieces of work with

pride.

Staff give plenty of praise and are calm and kind with the children. They are positive role models and their enthusiasm, sense of fun, especially during music time encourages all the children to fully participate. Children beam with delight as they express themselves in movement and song. Children begin to understand the differences and similarities of the wider world. Many religious and cultural festivals are celebrated and children greatly benefit from having access to a range of resources and seeing visual images that reflect different cultures, family compositions and disabilities. Children's spiritual, social, moral and cultural development is well supported.

The partnership with parents and carers is good. Key staff work closely with parents to ensure children's individual needs are met and that their developmental progress at home and in the setting is used to help plan for children's next steps. Parents have easy access to a wide range of information about the setting, including important policies, such as complaints procedures and information about the Foundation Stage Framework, which is used for the development of their children. However, details about the Birth to Three framework are not readily available to parents.

Organisation

The organisation is good.

Children are cared for in a well organised and inviting environment, by a dedicated team of staff. Children receive a high level of support and supervision at all times because of good adult to child ratios and effective staff deployment. Staff carefully plan free-flow play with a comprehensive range of activities that are appropriate for all children's ages and abilities. The daily routine is flexible and gives guidance as to what to expect during the session because staff recognise that children often need further time to explore and complete activities, therefore fulfilling their potential, rather than the routine leading the children's play. Most staff hold a relevant early years qualification and all staff are properly vetted to ensure they are suitable to look after children. Children's welfare, care and learning is actively promoted because all staff implement the settings clear policies and procedures. All documentation is in place for the safe and efficient management of the setting.

The leadership and management of the nursery education are good. There is an effective system in place to provide strong support to both experienced and new staff which results in children making good progress towards the early learning goals. For example, the company employ a coordinator to assist staff with curriculum planning and has an on-going commitment to training. Staff keep their early years knowledge and skills up to date through regular in-house training and by attending external courses, such as Birth to Three matters framework. As a result, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure policies are regularly reviewed to reflect current practices and procedures
- ensure proper precautions are taken to prohibit children's access to heating system

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- create further opportunities for children to manage their personal care and belongings

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk