



Village Nursery

Inspection report for early years provision

Unique Reference Number	EY225650
Inspection date	31 January 2006
Inspector	Patricia Jane Daniels
Setting Address	Whiteley Village Cricket Club, Coombe Lane, Whiteley Village, Walton On Thames, Surrey, KT12 4EL
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Registered person	Dianne Elizabeth Ingham
Type of inspection	Integrated
Type of care	Sessional care

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

The Village Nursery is an established provision that was first registered in its current premises in 2003. It operates from the main clubroom of the Cricket Club within Whiteley Village. This rural area is within easy driving distance of Weybridge, Walton-on-Thames and Hersham. Facilities include the main clubroom, toilets, a kitchen and a small enclosed grassed area to the front of the building. The group also has access to large expanses of grassed area and woodlands, including a nature

trail; all these areas are warden patrolled. The group serves families from the local community and surrounding towns.

The group currently cater for up to 36 children, aged from 2 to 5 years. This includes 21 funded 3 and 4 year-olds. Children attend for a variety of sessions. The group makes provision for children with special needs and those who speak English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 09:15 until 12:00 (with the options of an extended morning until 13:00 for children to have their packed lunches).

Ten members of staff work with the children over the week, six members of staff have a recognised early years qualification and nine members of staff hold a current first aid certificate.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children play in a generally clean environment where staff follow some procedures to reduce potential cross infection. However explanations are not always given to children about the reasons why they need to wash their hands and sometimes children do not wash their hands before eating.

All staff hold first aid certificates and a first aid box is available which means that children have access to appropriate care if there is an accident. Parents prior written consent to administer medication ensures children receive the correct dosage according to their needs.

Children enjoy nutritious snacks such as fruit, which helps them develop healthy eating habits. Children eat together in a small group at the snack bar, making it a social event. Children pour themselves a drink to have with their snack, but do not routinely have access to drinking water at other times. The staff make sure that children have extra drinks during hot weather so that they do not become thirsty.

Children do not have the chance to play outside every day and alternative physical play activities are not always provided indoors. This limits the opportunities for children to develop some physical skills and enjoy the benefits of exercise. On the second day of inspection the children run around and kick balls to each other, managing their bodies to create the movements needed. Children are becoming skilled at using one handed tools such as felt tip pens, scissors, glue sticks and paintbrushes. They use the Montessori equipment skilfully.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in a room that is organised into several areas related to specific activity and learning themes, with toys and equipment displayed. During the summer months, children are free to play in the enclosed outdoor area. Children have easy and safe access to suitable resources selected and presented by the staff. The staff maintain the toys and equipment in a safe, clean condition for children's use.

A risk assessment is in place and steps have been taken to reduce potential hazards for children. The premises are secure and children are not able to leave unsupervised. However some areas have not had sufficient consideration. For example the implications of shared use are not fully considered and fire drills are not held often enough for children and staff to understand the procedure. On the first day of the inspection the fire evacuation procedure was not displayed. This is a breach of regulations and a warning letter has been sent. Staff help children to develop an awareness of safety. For example they explain possible consequences to children and demonstrate safe alternatives.

Staff have some understanding of child protection issues. However this is not secure and no record of existing injuries to children is in place. As a result systems do not fully support and safeguard the children's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children relate well to staff and approach them freely, indicating that trusting relationships have developed. Staff value what the children say and help them to develop confidence, for example at circle time when children show special items from home to the group. Young children are able to make themselves understood through language and actions.

A range of activities are offered but these are not varied during the session to give alternative choices for children. The system of planning activities means that sand and water play is only available during warmer weather. Sometimes the planning is not adhered to, for example on the second day the children went for a walk and this was not highlighted under physical activity.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a system for recording their observations of children's abilities but these are not used to plan the next steps in learning. Planning highlights the areas of learning, but does not link the areas to the activities presented. As a result staff do not always use the planning to inform their teaching of the children or understand the learning intention of the activity. Staff demonstrate a positive attitude towards learning by presenting the activities in an enthusiastic way. They ask open-ended questions to help children organise their thoughts. They respond to children's interests and encourage their curiosity, although some activities are adult led and can limit children's free expression. Resources are presented at child height for selection although staff choose the range available.

Children concentrate well on their chosen activities and select freely from the range

presented. Most children separate confidently from their carers and seem settled in the group. They are developing good relationships with adults and other children in the pre-school. They behave very well and understand the rules within the group, learning to share fairly. Children are developing independence, for example they put on their own coats and boots.

Children speak very confidently to peers and adults and some engage the inspector in conversation. They talk openly during circle time about themselves and their families. They express their ideas and experiences well using good vocabulary. They learn how to recognise letters and sounds and spend time looking at books with their friends. Children practice their writing and mark making. They take part in activities that develop hand-eye coordination, such as play with graduated cylinders and scissors.

Children join in counting activities and some count confidently with numbers in the correct order. They use mathematical language during play. For example one child asks, "is it bigger than me?" when constructing a tower from Lego. They have opportunities for calculation during their play, with staff asking for solutions to number problems.

Children learn about themselves and the world around them through planned activities and themed topic work. They explore the local woodland environment and have visitors to the group; recently a visitor brought some reptiles to the pre-school. The children recall this event and talk about it. There are very limited opportunities for children to learn about technology. The group only has one cassette player which is not freely available for children to explore.

Children join in with songs at circle time and some sing songs to themselves. They use their imagination during role play and use one object to represent another, as a prop to their play. They identify colours and some draw detailed pictures to express their ideas.

Helping children make a positive contribution

The provision is satisfactory.

All children can take part in all the activities offered. The staff promote respect and consideration for others through encouraging the children to share and take turns. Children learn about diversity and the wider world through a wide range of activities and visitors to the group. For example, they learn about a different continent every term and celebrate festivals such as Divali and Chinese New Year.

The group has experience in working with children with special needs and members of staff follow individually designed programmes to support them. The recorded information sought from parents initially is minimal and does not provide sufficient detail to offer full support to all children from the onset.

Children behave well and are aware of the rules and expectations that apply within the group. Staff treat children gently, with respect and are good role models. They offer explanations and endorse good behaviour with praise and hand stamps so that

children's self-esteem is promoted. As a result children develop an understanding of what is expected of them and feel good about themselves. There is currently no system for recording incidents of challenging behaviour and the actions taken by staff. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is satisfactory. Parents receive written termly updates outlining their children's achievements and progress towards the foundation stage. The planning for delivery of the foundation stage curriculum is displayed in the main room. However there is no information regarding the foundation stage and suggestions for support at home displayed on the parents notice board.

Parents feel welcomed in the group and relationships are friendly. Parents initially receive a brochure outlining basic information about the group and know how to access the policies and procedures, if required. Sometimes personal written information provided by parents is not stored confidentially and could be accessed by others. Staff are available to every day to share any information with parents and an appointment can be made to discuss issues, as required.

Organisation

The organisation is satisfactory.

Leadership and management is satisfactory. The manager ensures that staff understand their roles and responsibilities in supporting and promoting the children's learning. However she does not have a clear identity for her role as manager or a specific system for identifying the improvements needed to enhance the setting. Staff training needs are identified through discussion and most attend workshops and courses to update their knowledge.

A formal system for checking the suitability of staff has not been developed and some required staff checks are incomplete. On the first day of inspection the certificate of registration was not displayed. These are a breach of regulations and a warning letter has been sent. Clear induction procedures to ensure new staff are aware of policies and procedures such as health and safety are not in place. A minimum of three qualified staff are present at each session. This ensures sufficient staff have knowledge of current childcare practices to support the care and learning of children. The group is generously staffed which helps the children to receive plenty of support from the adults present.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, Ofsted requested that the provider should develop written guidance to assist parents and students who help within the group, giving information on their roles and responsibilities. A written policy has been developed giving some guidance and highlighting that unvetted persons must not have sole contact with the children. As a result the children's welfare is promoted.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- provide daily opportunities to promote development of children's physical skills (also applies to nursery education)
- implement a risk assessment that effectively reflects potential hazards within the setting, practise the emergency evacuation procedure with sufficient frequency, ensure all staff have a good understanding of child protection procedures and ensure that existing injuries to children are recorded
- implement a system of recording children's details so that all required information is available on entry to the nursery and provide a system for recording incidents
- ensure all regulatory documentation is in place, implement a robust system for checking that staff are suitable to work with children, implement an induction procedure for new staff and develop the policies and procedures to reflect the practice within the group.

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):

- plan and provide a range of activities to support all areas of development, implement a system that clearly identifies the learning outcomes for activities and indicate how to support and extend children's learning (also applies to care).

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