



The Nursery and Out of School facility at The Drive School

Inspection report for early years provision

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| Inspector | Patricia Webb |
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| Registered person | Tettenhall College Inc |
| Type of inspection | Integrated |
| Type of care | Full day care, Out of School 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 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?

The Nursery and Out of School facility at The Drive School has been registered since 2005. It is sited in the pre-preparatory department of Tettenhall College. The college is located in the village of Tettenhall, on the outskirts of the city of Wolverhampton.

The provision consists of a day nursery, a kindergarten and an out of school club. The day nursery operates from 08:00 to 18:00, Monday to Friday, all year round and is registered to offer care for up to 26 children at any one time. The kindergarten is

open from 08:30 to 15:30, Monday to Friday, term time only caring for up to 30 children. The out of school club offers before and after school care, Monday to Friday, 08:00 to 09:00 and 15:30 to 18:00 during term time and from 08:00 to 18:00 during school holidays.

There are currently 31 children on the roll of the day nursery, 24 in the kindergarten and 26 for the out of school club. There are 50 children in receipt of funded nursery education including children within the reception class. Children in the day nursery and the kindergarten each have their own dedicated outdoor play space that is fully enclosed. The settings support children with special needs and children for whom English is an additional language.

There are 12 members of staff working directly with the children all of whom hold relevant early years qualifications in childcare and education. The provision receives support from the early years department of the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and well-being are effectively fostered as staff follow stringent procedures. Children understand why they need to practise good personal hygiene and staff take time to gently remind them about correct procedures when coughing and wiping noses. The children in the day nursery follow 'footprints' they have printed to the bathroom and refer to photographs showing them engaged in appropriate hygiene procedures such as washing and drying their hands. Older children develop their independence in this area attending to their own needs confidently. Children understand why they need to wear wellies and warm clothing when playing outside and younger children take pride in showing their skills in eventually mastering the fastening of zips, buttons and buckles before going out to play.

Children have good opportunities to learn about keeping healthy through regular exercise. The use of physical play equipment and the enthusiastic participation in outdoor games promotes their physical development. Their co-ordination develops as they enjoy balancing activities, using a variety of wheeled toys and ball games. Children use small tools and implements with increasing skill and dexterity such as scissors, cutlery and a wide range of puzzles.

Children benefit from the implementation of a healthy eating programme within the setting. They relate to posters of 'Fit and Ness' characters who inform children and parents of the components of a nutritious and healthy diet. Children in kindergarten are learning about the benefits of vitamin C which they know is in the fresh oranges as staff encourage them to think about healthy eating. All children's dietary needs are closely followed as parents supply detailed information on religious and dietary preferences. A nutritious hot cooked meal and a variety of fresh fruit and vegetables are provided daily. Children choose from a selection of freshly prepared fruits and sandwiches at snack times and help themselves to drinks of fresh water from their bottles.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children attending the settings are cared for in a safe and secure environment. Health and safety procedures are followed rigorously by the school personnel and any concerns are addressed swiftly. However, the current format for recording accidents to children in the care settings do not contain sufficient detail to effectively inform ongoing risk assessments. Many entries indicate the nature of the injury, such as bumps and tripping but do not show the location or circumstances surrounding the accident. This hinders how effectively the provision identifies areas for concern within the setting.

Children are encouraged to become aware of their own safety. Kindergarten children hold hands and follow road safety on local visits to the village and the daily walk to the dining room as some talk confidently about reminding parents to remember to look both ways before crossing the road. The younger children are developing a sense of safety awareness as they assist in tidying away the toys and games to prevent accidents and reduce the risk of toys being damaged. Staff also take time to explain to younger children why the ice at the top of the slide makes it dangerous to use.

Children move safely and very confidently around all areas of the setting. They make their own play choices from the extensive range of well-presented toys and equipment, which meet safety standards. Resources are available in low-level storage units to enable children to make safe and independent selection.

Children are well protected by staff who have a good understanding of the child protection procedures and give good priority to children's welfare. Parents are informed of the setting's duty of care.

Helping children achieve well and enjoy what they do

The provision is good.

Children thoroughly enjoy their time in the setting. They achieve well because staff are skilled and use their knowledge of the early years guidance such as 'Birth to three matters' and the curriculum guidance for the Foundation Stage to provide good quality care and education. These are used effectively to plan an effective environment for care and learning. Children's work is displayed throughout the setting to foster their self-esteem. Staff are in the process of implementing the 'Birth to three matters' framework and planning is organised around the skills and competencies for children.

Children arrive eager and excited to participate in the activities and spend their time purposefully. They concentrate at their chosen activity and take responsibility for tidying away after themselves. Younger children relish the opportunities for imaginative play as they dress up as their favourite characters and speak very knowledgeably about the skills and prowess of Spiderman and Bob the builder. Staff are sensitive to the needs of the younger children separating from their parents and

offer effective support and guidance when needed.

Older children attending the out of school crèche relax easily as they chat with younger siblings and catch up on the day's events.

Nursery Education

The quality of teaching and learning is good. Most of the children benefit greatly from the opportunities to engage in a varied and stimulating range of activities and experiences related to their needs. Occasionally, some older children within the day nursery are not fully engaged in activities becoming restless and flitting aimlessly.

Staff are very skilled and enthusiastic in their involvement with the children understanding exactly what motivates them and how children learn effectively through experience and child-initiated activity. This is particularly evident when inspired staff draw children's attention to various unplanned activities such as the arrival of the ducks and geese in the small pond created from an old sand tray. They also delight in being alerted to use their senses and listen to an unusual sound that they identify as the delivery of leaf mulch sliding from the back of the flat bed lorry for the gardens.

Staff use every possible occurrence as a learning opportunity, confident in their own delivery of the education programme, that the children are learning effectively even when the timetable deviates. They make very good use of effective questioning as they challenge children to extend the more able children and involve the quieter ones.

Assessment of children's overall development is organised to acknowledge each child's abilities, interests and characters. Key workers know the children in their care very well and liaise with parents on a daily basis as well as during the more formal sessions when the next steps in development are discussed. Children's behaviour is very good because they are fully aware of the expectations and respond to the positive reinforcement of their achievements that is offered by staff. Staff are confident in their management of children's behaviour allowing children to have opportunities for making noise and getting excited as they know how to refocus them back to the tasks in hand.

Children are very secure with the staff. They enjoy a close relationship with adults and their peers as they take turns and share activities and games with confidence. They talk freely about their home and community and are developing a real sense of humour.

They chat very confidently and clearly as their contributions to circle time are valued and respected. They also take pride in showing off their mark making and letter recognition as they use a variety of mediums such as paint, computer programmes and pencils and paper to develop an understanding of writing having a purpose. Many older children write their own first names clearly and accurately with all children having their efforts displayed proudly on the board. Children recall and are encouraged to predict by staff during story and discussion time. For example, they relate the activities they did at the weekend, explaining how long it took to travel to

London and which friend's house they went to for tea. They enjoy stories and access books for pleasure both as a free activity and when listening with eagerness during the day's story time sessions.

Many children count very confidently with some older and more able children beginning to calculate. For example, a 4 year old understands confidently that 2 and 2 equals 4 and takes pride when she is praised and this is recorded by staff on an observation slip. They fully understand the concept of positional language, confidently identifying when Marmaduke bear is beside, underneath, behind and on top of the toys in the story book.

Children delight in the experiences the grounds of the school provide. They regularly take woodland walks and participate eagerly in the 'bear hunt' linked to the term's main topics. The use of the school's pet corner and the grounds results in children becoming aware of the needs of other living things and how plants thrive. They explore and use their senses as they discuss the acidity of the oranges and the sweetness of the juice and identify the sound of the leaves falling from the truck.

Children participate in a wealth of physical activity indoors and outside. They play with large soft play pieces, constructing buildings and learning to balance the 'roof'. They also enjoy balancing, running and jumping as their activities are planned as both self-initiated and adult-led sessions.

Creative play is well planned and results in children developing their artistic and imaginative play very effectively. They imitate staff in role play as they organise the dolls into a story time session and also use the puppets effectively to act out situations. Art work is, in the main, free expression with some older, more able children following direction to produce more formal work such as the paintings of the honey bees for the Goldilocks and the three bears display. They use a wealth of materials as they manipulate dough and use sugar cubes to design and build igloos.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals by the team of skilled and intuitive staff in each part of the provision. Staff know the children well and take time to discuss care routines with parents to ensure children are settled and secure in their care. Staff support younger children in sharing and turn taking as they act as positive role models and lead by good example, gently encouraging children to support and respect each other.

Children have access to a suitable range of resources and planned activities to learn about their local community and the wider world. They take walks to the nearby village, visit the animals in the school's pet corner and walk through the woodlands within the school grounds. Children with special needs are sensitively supported by staff who are developing the inclusion policy to acknowledge up to date procedures. The limited range of resources reflecting positive images of disability hampers the effective delivery of this practice.

Children's behaviour is very good and they take pride in working together to achieve. Recent training by senior staff has resulted in the implementation of a 'collaborative reward system'. This encourages children to understand the effect their behaviour has on others and the value of helping each other. The staff in the day nursery use this to encourage children to tidy up effectively and take care of the toys and equipment. When they have worked well as a team the whole group has the opportunity to choose a reward such as going to visit Domino, the school pony. Staff insight and the use of such strategies contribute to the children's social, moral, spiritual and cultural development being keenly fostered.

Children benefit from the close and effective partnership with parents and carers. Staff are keen to acknowledge that the care of the children is effective as a partnership and work hard to foster a 'family' ethos to the provision. Regular newsletters keep parents informed of the activities and events within each of the settings and how they can become more involved. A detailed and effective complaints procedure is in place following the school processes. However, parents do not yet have information about Ofsted being the regulator of the child care. This hinders the process should parents wish to contact Ofsted about the quality of care.

The partnership with parents of children in receipt of nursery education is outstanding. They receive clear and detailed information about the Foundation Stage with a strong emphasis from staff on demonstrating how children learn effectively through experience and opportunity as well as in the more structured activities. Parents become eagerly involved in their children's education and activities as they take home reading books to share with their families. Visiting teddy bears are welcomed into children's homes and parents write a simple account of the visit building strong links between the setting and home. Children bristle with pride as their parents' efforts in this are praised by staff who read the entries out at circle time. For example, one child is delighted as the member of staff tells her that mum deserves a gold star as she has written the daily account in rhyming poem format. Parents speak extremely knowledgeably about their child's education and welcome the informal and formal feedback that staff prepare.

Organisation

The organisation is good.

The organisation of the setting is good. Children using the provision benefit from the staff's ability to provide a well-organised environment that is clearly child-focused and where children are secure that this is their space. Staff make effective use of time, space and resources throughout the day to enable children to access a balanced range of planned and free choice activities. The team of qualified staff work hard to identify individual needs and work effectively with parents to forge a strong partnership enabling children to settle easily between home and the setting.

A set of clear, comprehensive policies and procedures keep parents well-informed of the operation of the setting. However, this currently does not include a complaints log which is now required under the National Standards for day care.

The leadership and management of the setting are good. There are very good

staffing levels in all areas resulting in high quality care and education for the children. The key worker system is effective and staff get to know children very well. They are particularly skilled at interacting with the children, responding well to them and always listening to their contributions and ideas. The use of carefully phrased questions ensures that children's thinking, vocabulary and learning are extended effectively. The management is pro-active when evaluating the strengths and weaknesses of the provision and values the input of individual staff to planning, assessment and future development such as exploring ideas for a separate identity for the day care element of the organisation. A high emphasis is placed on staff development who attend relevant training and are confident in implementing new ideas and assessing the effect such schemes may have on the children's progress. This ensures that the setting fulfils its vision of providing a high quality standard of care and maximum learning opportunities for the children.

Overall, the needs of the children attending the settings are met.

Improvements since the last inspection

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

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are good.

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 that accident records contain sufficient information to effectively inform risk assessments and minimise risk to children

- expand the level of resources reflecting positive images of disability
- include reference to Ofsted as the regulator in the complaints procedure and maintain a complaints log that parents may see on request

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):

- ensure that the delivery of the planned education programme is consistent and enables all children in receipt of nursery education to develop and progress.

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