



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 251779

DfES Number: 581381

### INSPECTION DETAILS

Inspection Date	25/11/2004
Inspector Name	Nicola Mary Eileen Matthews

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Old School House Nursery
Setting Address	School House School Road, Helmingham Stowmarket Suffolk IP14 6EX

### REGISTERED PROVIDER DETAILS

Name	The Old School House Nursery 1068289
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### ORGANISATION DETAILS

Name	The Old School House Nursery
Address	School House School Road, Helmingham Stowmarket Suffolk IP14 6EX

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Old School House Nursery opened at their present venue in 1996. They operate from four rooms in a converted Victorian school house, adjacent to Helmingham Primary School. A maximum of 20 children aged from 2 to 5 years may attend the nursery at any one time. The nursery currently takes children aged from two-and-a-half years. The nursery is open for five days a week from 09:15 until 15:00 during term time. The children have lunch in the hall at the primary school. A hard-surfaced area and an enclosed garden are available for outside play.

There are currently 34 children aged 2 to under 5 years on roll. There are no children currently attending who speak English as an additional language. The nursery supports a small number of children who have been identified as having Special Educational Needs.

The nursery employs 12 part-time staff, two of whom are a dinner lady and a French teacher who works one morning a week. There are 6 staff, including the manager, who have appropriate early years qualifications. There is one member of staff who is working towards a higher qualification.

### How good is the Day Care?

Old School House Nursery is providing good care for children. The very clear operational plan, including the policies and procedures, enable staff to carry out their roles effectively and provide a safe and secure environment for children. However, the child protection policy needs updating in line with current legislation. There is always fifty percent of staff who have completed early years training working directly with the children each day, which ensures children are well cared for. They work hard to make the environment very attractive using the wide range of good quality resources, which ensures children and parents are welcomed each day and made to feel valued.

High priority is given to children's safety both indoors and in the garden area. Good hand washing procedures are in place to help maintain children's health. The cooked

lunch, provided by the school, is nutritious and helps to ease the transition to full time education in the future. An excellent range of multi cultural resources are presented to the children in novel ways to support their play and enable them to learn that everybody is an individual. Children with special needs have their individual needs well met and the welfare of children is maintained appropriately.

Children experience a very good range of activities and play resources to support their overall development indoors and outdoors. They show respect for themselves and the environment and take turns and share fairly. Their behaviour is good.

The partnership with parents is excellent. The active committee fundraise to provide extra finances to enrich the environment for the children. Very good communication is maintained through well written regular newsletters, posters in the entrance hall and informal discussions with the staff.

#### **What has improved since the last inspection?**

n/a

#### **What is being done well?**

- The creative use of the four rooms and excellent play resources provides a stimulating environment, which supports children's overall development. For example one room is devoted to imaginative play where children can play individually or co-operatively with sensitive support from the adults.
- The use of the outdoor areas is determined by the weather. The hard surface to the back of the building is used when the weather is inclement. This is made secure and provides an excellent alternative to the front garden. The grassed area to the front provides many well resourced activities that are imaginatively presented to support children's development.
- Many parents request their child to participate in the lunchtime session with the school next door. The freshly cooked meal provides a nutritious and well balanced lunch giving these children an awareness of healthy eating habits and knowledge of the routine for when they start full time education.

#### **An aspect of outstanding practice:**

The staff provide an environment rich in cultural diversity using the resources and presenting them in novel ways to enable children to develop good understanding of similarities and differences whilst playing co-operatively in the home corner area.

#### **What needs to be improved?**

- the child protection policy
- medication records to reflect appropriate language for a preschool.

<b>Outcome of the inspection</b>
Good

<b>CONDITIONS OF REGISTRATION</b>
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

## **WHAT NEEDS TO BE DONE NEXT?**

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
<b>Std</b>	<b>Recommendation</b>
13	Develop the child protection statement to include the procedure to follow in the event of allegations being made against a member of staff or volunteer.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for nursery education at Old School House Nursery is of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. The staff provide an exciting and effective learning environment both indoors and outdoors. Very good open ended questioning is used to enable children to demonstrate what they know and explore ideas. The staff's understanding of how young children learn ensures children are able to make links in their learning and consolidate and progress in all six areas of the Foundation Stage curriculum. Support for children with Special Educational Needs is good.

The planning details how children will work towards the stated learning intentions using topic work through specific activities to be presented during the term. However, some elements are overlooked. Regular observations of the children are completed to inform the assessment records at a later date.

Leadership and management is very good. The enthusiasm of the manager encourages the staff to work well as a team and contribute to the planning to provide interesting and meaningful activities for the children to support their learning.

The partnership with parents is very good. Parents are requested to provide information about the child's development as they start and then maintain a record at home. They are encouraged to participate in their child's early learning, for example, by helping out during local visits, being part of the management committee and taking home books to read to their child.

### What is being done well?

- The parents contribution to the assessment records is very good. They are encouraged to spend time with the manager once their child has been attending for a few weeks to discuss their child's development and take away their own record book to document the child's development at home. These are then used to inform the formal assessment records when regular formal meetings are arranged with the key worker.
- The children's motivation to learn is very well promoted. The thoughtful and interesting presentation of activities encourages them to become interested and involved in meaningful activities, whilst being supported by a sensitive adult to enable them to consolidate and progress in their learning. For example, the builders yard outdoors and the Indian 'house' indoors in the imaginary play area.
- Children are developing very good early reading skills. They make up their own stories which the adults present in book form for future handling in the book area. Children creatively and imaginatively enact out stories recalling

the important facts. For example use balls for eggs, lengths of cloth for cocoons and butterfly wings to enact out The Hungry Caterpillar. Children confidently recognise their own name and the more able learn the same phonic system as the local school.

- The well presented activities associated with the 'baby clinic' enabled children to develop understanding of length, height and weight and using mathematical solutions to record these when visiting the imaginary play area.

#### **What needs to be improved?**

- the short term planning to show the adult role and the grouping of children.

#### **What has improved since the last inspection?**

Since the last inspection very good progress has been made in all areas of Special Educational Needs provision. The nominated SENCO has attended training, an appropriate policy is in place. The setting work very closely with the parents and other agencies to ensure the child's individual needs are met and they are able to progress in their learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children independently choose activities from the very interesting learning environment where they can persist for long periods of time to consolidate and progress in their learning. They are developing excellent relationships with each other and learning to respect other cultures through imaginative play. Children play co-operatively, negotiating roles and share the resources amicably.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children confidently use language for a variety of purposes. They initiate conversations amongst themselves and pay good attention to the listener spontaneously following social conventions. Children know that print carries meaning through everyday activities and an environment rich in labelling. They enjoy handling and using books for enjoyment and reference. Some children can recognise and accurately write their name. Children also use writing to make lists for example party food.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use number in their play matching an object to each number. They show delight when accurately counting to above ten and stating what comes after a given number up to ten. Children are developing very good simple calculation skills through meaningful activities during role play. They use mathematical language in their play, talking about one more, smaller and bigger than. Children confidently recognise simple shapes.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy exploring a very good range of man made and natural objects during their play. They are developing a very good awareness of change, when participating in cooking activities and grinding wheat. They have a strong sense of time and place as they experience the attractive wall displays based on past topics and the local environment. Children celebrate festivals from several cultures by participating in role play to help them develop an understanding of how other people live.

## **PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children are developing very good large muscle control and co-ordination. They negotiate the space well and allow personal space for each other when sitting at tables and on the floor. Children's hand to eye co-ordination has developed well. They accurately manipulate small items with very good control, threading beads and safely using scissors. Children enjoy catching balls and kicking them around the garden. They know they must wash their hands before eating as they have 'germs' on them.

## **CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children explore colour using a variety of painting techniques. They make collages, paintings and drawings to illustrate stories and posters for role play areas. Children enjoy participating in repeating rhymes and songs and explore a good range of musical instruments. They move creatively and rhythmically when listening to music. Children's imagination is used very creatively to enact out familiar stories. They use a wide variety of materials to respond to their experiences and own ideas.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, however consideration should be given to the following;
- develop the planning to include the adult role and grouping of children.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*