



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 254164

DfES Number: 501232

### INSPECTION DETAILS

Inspection Date 20/09/2004  
Inspector Name Andrea Caroline Snowden

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Wensum Valley Nursery School  
Setting Address Wensum Road  
Lyng  
Norwich  
Norfolk  
NR9 5RJ

### REGISTERED PROVIDER DETAILS

Name Mrs Samantha Mann

## 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

Wensum Valley Nursery School was established in 1969 and is currently registered to provide care for 23 children aged 2 to under 5 years. The nursery school operates from a purpose built classroom in the grounds of Lyng Primary School. The premises includes a self contained mobile, with two toilets, small kitchen area, cloakroom area and an enclosed outdoor play area. Children are drawn from the local surrounding villages.

There are 13 children on roll, 7 of whom are funded 3-year-olds. None of the children have English as a second language and none at present have special needs.

The nursery is open between the hours of 09:20 and 11:50 on Monday, Tuesday, Thursday and Friday mornings.

The group is managed by a voluntary committee who employ a team of qualified staff. A parent rota is also in operation. The nursery has developed strong links with Lyng Primary School and receives support from the local Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Wensum Valley Nursery School provides good quality care for children.

The provision is welcoming from the outside and the play room is bright and attractively organised. Deployment of staff is effective in ensuring all activities are well supported by an adult. The setting is extremely well resourced and much of the equipment is at a level where children independently choose. Their developmental needs are well met. All the required record keeping is in place, however entries are not made in the daily register at appropriate times and some policies contain information which is outdated.

Children's safety is considered carefully. There are thorough procedures in place to

ensure their safety whilst in the setting and on outings. Hygiene procedures in the group are generally good although the policy is not consistently applied. Children are served with nutritious snacks, educating them in healthy eating from a young age. Staff are aware of child protection procedures and are able to use these to help protect children.

Adult interaction with children is of a high quality. Adults know the children well and are frequently heard chatting with children at activities, asking appropriate questions and encouraging children in problem solving. The nursery provides a wide selection of resources and covers a range of topics to help children learn about the world around them. Staff apply behaviour management techniques consistently and in a way which is appropriate to individual children. As a result children are beginning to learn right from wrong.

The relationship with parents and carers is very positive. Parents are kept well informed through comprehensive written information. They are aware of the progress their children are making and are encouraged to work with staff to promote their children's development.

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

At the last inspection the nursery school was asked to provide information for the completion of staff checks, set up an incident record book and identify a member of staff responsible for behaviour management.

All staff and committee members have now completed the checking process, ensuring children are safe and not exposed to persons who have not been vetted. The committee have ensured that sufficient volunteers have also been vetted to maintain ratios of checked adults in the event of staff sickness.

An incident record book has been set up and is in use. This enables staff to record details of any incident and share this effectively with parents. They are also able to monitor triggers to incidents and may be able to take action to prevent future issues.

A member of staff has been designated to be responsible for behaviour management. Training and current thinking on behaviour management is disseminated to all staff ensuring a consistent and age appropriate approach.

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

- When staff are dealing with distressed children their approach is gentle, warm and timely. Children are supported until they are ready to join in activities and as a result they develop trust and confidence in the staff.
- Children's self esteem is being successfully built by staff. Praise and encouragement are heard often, from all staff and directed at all children.
- The setting is very well resourced. Virtually all equipment is within children's reach including musical instruments and children are frequently observed helping themselves to activities, and returning them. Children's individual

choices are respected by staff.

- Staff and volunteers are well briefed at each session and are deployed effectively to ensure activities are supported by an adult. Children instigate activities and staff are confident to follow their lead and adopt flexibility to meet their needs.
- Written information within the setting is very good. Information is comprehensive and presented in a professional manner.

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

- consistency in hygiene practices
- record keeping, regarding attendance times in the register
- the policy documents.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

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

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Maintain an accurate register at all times.
7	Consistently apply hygiene standards and procedures.
14	Update the policy documents to reflect current legislation, dates and contact numbers.

## 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 Wensum Valley Nursery School is of high quality. Children are making very good progress towards the early learning goals.

Teaching is very good. Staff have an easy rapport with children and a warm relationship with them. They have a clear understanding of the Foundation Stage and have a solid view on how children learn. Staff seize every opportunity to help develop children and are heard questioning children which promotes their thinking and problem solving skills. Activities are normally adapted to meet different children's needs and abilities and staff and volunteers are well briefed about the expected learning outcomes at each session.

Leadership and management of the setting is very good and has a positive effect on children's progress. The management committee are strong and have high expectations for the quality of education offered to children, a vision which is achieved. They value staff and there is a commitment to their professional development. The setting frequently monitors and evaluates its practice, ensuring that high standards are maintained. The members of the setting are a cohesive group whose collaborative approach ensures the children's well-being and learning.

The partnership with parents is very good. Parents are recognised by the nursery as the child's prime educator, and they are involved in their children's learning in different ways. Parents know who their child's key worker is and time is spent on a one to one basis discussing their child's progress. The home school diary enables parents to comment on children's achievements outside the setting. Curriculum planning is made available to parents ensuring that they are aware of the educational programme being followed. Written information for parents is comprehensive and professionally presented and views of parents are regularly canvassed.

### What is being done well?

- Children's personal, social and emotional development is well fostered. Staff are kind and sensitive to children's levels of confidence and they encourage children appropriately.
- Children's creative development is well supported by staff. They provide resources which are stimulating and fun and children are able to extend their ideas and explore freely, without fear of redress, resulting in a positive experience and children's pride at the outcome.
- The nursery is a text rich environment. Children see lots of writing and know that print carries meaning. Some written information is provided in symbols too, for example the fire drill has pictures alongside each statement.

- The leadership of the setting is excellent. The voluntary management committee are very enthusiastic about the nursery and ensure that staff are well supported. They, along with staff, are thoroughly professional in their approach and ensure that all children receive a full and creative curriculum.

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

- outdoor physical play for more able children.

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

At the last inspection the nursery was asked to further extend children's knowledge and understanding of cultural diversity by providing resources and activities which allow them to explore other cultural traditions. The nursery was also asked to provide parents with improved information about the organisation of the educational programme.

The nursery have made very good progress since the last inspection. They have provided children with resources which reflect a diverse society such as puzzles, dressing up equipment, books, posters and play figures. In addition to this, festivals such as Ramadan are incorporated into the curriculum to ensure children learn about other traditions and cultural differences.

Parents now receive thorough information regarding the educational programme. Newsletters are sent which detail topics to be covered in the forthcoming weeks, and parents are encouraged to be involved with these by helping children gather together components at home, for example cartons to build a rocket. Detailed curriculum planning is displayed on the notice board and parents helping on the rota are briefed regarding the expected learning outcomes from each activity.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are growing in confidence and staff help them separate from their carers. Once settled they are eager to engage in activities. There are lots of opportunities given for children to choose their own activities or additional equipment to extend activities already provided, developing their independence and sense of responsibility. Children's self help skills are developing well. They collect their own aprons, change their shoes and manage their personal care well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are learning to recognise the sounds of letters and read familiar words such as their names at registration time. Staff develop children's language skills at every opportunity, whilst interacting in children's free play and around the activity tables. Their vocabulary is particularly well extended during role play. The provision of a diary and post-it notes in the home corner enables children to practice their emergent writing skills in play situations.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff provide a wide selection of planned mathematical activities using equipment such as puzzles and games. They are effective in helping children with their mathematical language in every day activities, to describe shape, position and size. Three year old children are interested in numbers and are beginning to count in group exercises to 5. They sing number rhymes confidently and some are able to count with one to one correspondence.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are encouraged to talk about their personal experiences and have been involved in topics looking at where they live and their family. Staff provide opportunities for children to observe wildlife and insects which they do with interest and enthusiasm. Children experiment with floating and sinking objects in the water tray and their construction skills are impressive. One child balances rectangular and cylindrical blocks to build a very tall tower. He is very proud of his achievement.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children use outdoor equipment confidently. They ride and steer trikes with expertise and have a good sense of space. Some aspects of outdoor play provide children with strong challenges, but older children are not always challenged enough, for example the slide is too small. Children use tools efficiently to cut play dough and to hammer in pins in a shape activity, but whilst making fruit salad they were unable to cut up the fruit, resulting in an activity which lacked extension for some.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children have good opportunities to explore their creative tendencies. Comprehensive role play and small world activities are available and their imagination is well fostered. They experiment with mixing colours and enjoy applying paint through a variety of techniques. A child becomes totally absorbed when printing with fruit as she squeezes the juice, which mixes with the paint. She spreads it over the paper using both hands. She is delighted and remains at the activity for a sustained period.

**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, but consideration should be given to improving the following:
- Providing more challenging physical activities on a regular basis, both indoors and outside, which promote children's gross and fine motor skills.

*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.*