



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 404977

DfES Number: 500673

### INSPECTION DETAILS

Inspection Date	23/03/2004
Inspector Name	Marianne Gascoyne

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Reepham Nursery School
Setting Address	Stimpsons Piece Station Road NORWICH NR10 4LL

### REGISTERED PROVIDER DETAILS

Name	The Committee of Reepham Nursery School 102819
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### ORGANISATION DETAILS

Name	Reepham Nursery School
Address	Stimpsons Piece Station Road Norwich Norfolk NR10 4LL

## 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

Reepham Nursery School opened in 1974. It operates from the Pavilion situated on the playing field in the rural town of Reepham. Children who attend come from Reepham and the immediate vicinity.

There are currently 36 children on roll. This includes twenty-one funded three-year-olds and four funded four-year-olds. Children attend for a variety of sessions. The setting does not currently support any children with special educational needs or who speak English as an additional language.

The group opens five mornings and Monday, Tuesday and Thursday afternoons during school term times. Sessions are from 9.30 until 12.00 and 12.45 until 14.45.

Eleven part-time members of staff work with the children. Half the staff are qualified to level two or three. Two members of staff are currently working towards a recognised early years qualification.

### How good is the Day Care?

Reepham Nursery School provides good quality care for children aged two to under five years. A warm attractive environment is created where parents feel welcome and children are eager to attend. The high adult-to-child ratio ensures children generally feel secure and confident in the group setting. However, the lack of a key worker system means parents do not all feel fully informed regarding their children's progress and care is not always consistent. A good range of equipment is available to the children which provides sufficient challenge and maintains children's interest although the layout of equipment does not always encourage play in all areas. Clear documentation is in place to support the operation of the setting.

Good deployment of staff and regular assessment of risk ensures children are able to play in a safe and secure environment. They are learning good hygiene practices through the daily routine and procedures are in place to prevent the risk of cross infection. Staff are aware of children's special dietary needs but the setting does not

give attention to providing healthy, nutritious snacks and children's independence is not encouraged at this time. Staff have recently undertaken training and are clear in their responsibility to protect children. However, the policy does not follow Department of Health guidelines.

A range of activities is available throughout the session and children enjoy taking part in the play opportunities provided and are well occupied. They have choice within the selection offered by the staff although activities are sometimes duplicated. Good relationships are in place and staff support children who respond well to the role models and expectations of staff and are well behaved.

The nursery school has a clear commitment to working in partnership with parents who are involved in all aspects. They are well informed by an attractive brochure although the information is not consistent with the main policies in the group.

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

At the last inspection the setting was asked to produce a system to ensure children were supervised when using toilet and hand washing facilities. The temperature of the water is now controlled to enable children to access the toilets independently. They were asked to obtain written permission from parents to seek emergency medical advice or treatment and this consent is now obtained. The group was asked to develop the behaviour policy and ensure there was a named member of staff responsible for behaviour management. The policy has been re-written and the supervisor in charge of each session is responsible for behaviour management at that session. There is, therefore, no-one responsible for ensuring consistency in behaviour management throughout the setting.

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

- Staff are very well organised prior to the children's arrival and set out the large hall to create an attractive, child centred environment. The different types of floor covering are used to define areas for play and an attractive book corner is set up with large soft floor cushions. Children are able to sit and play at tables or on the floor in comfort. Displays of children's work show the value placed on their creativity. A warm, relaxed welcome is provided by staff for parents and children who feel confident in the care given.
- A simple risk assessment is made on a daily basis and a more thorough document available for annual assessments. All aspects of the group's operation are included to ensure children are able to play free from danger in a secure environment.
- The behaviour management policy gives clear guidelines for staff and parents on positive ways to manage children's behaviour. Staff provide good role models and children are able to share, wait their turn and play co-operatively together.
- The high adult-to-child ratio ensures children are able to be well supported at activities. Staff and parent helpers sit with the children and encourage their

play and take part in conversations. They are available to read stories on request and enable children to feel secure in their care.

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

- the key worker system to make it effective in ensuring information about individual children's needs and progress is shared with parents and other workers to maintain consistency and continuity of care for children
- the documentation underpinning the operation of the group to ensure policies and
- procedures reflect current practice and up to date information is provided for parents.

#### **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	Develop a key worker system which is effective in ensuring information about individual children's needs and progress is shared with parents and other workers to maintain consistency and continuity of care for children.
14	Develop the policies, procedures and brochure to reflect current practice and ensure consistency in the operational plan and information given to parents.

## 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 Reepham Nursery School is good. Children are making generally good progress towards the early learning goals (elgs) in all areas of learning.

The quality of teaching is generally good. Staff work well together and make good use of resources to promote learning in all areas. A well ordered atmosphere is created in which children are confident and secure. Children behave well, responding to the role models provided by staff, and their self-esteem is being nurtured through the praise and encouragement given. The Nursery Plus session is designed to provide further challenges for the older children in the group.

Detailed long term plans ensure all children are able to undertake the focussed activities, regardless of their attendance pattern, and provide a balance across the elgs. Short term plans clearly show the learning intention for the focussed activity but are not based on observations of what children can do or show how staff and resources will be organised to ensure continuous basic provision will promote learning objectives. They are not effectively evaluated. A new system of assessment has been introduced and it is not yet providing a clear picture of children's progress towards the elgs.

Leadership and management is generally good. The committee is supportive and recognises the values the time needed for supervisors to plan activities. Line management roles are not always clear with regard to staff appraisals. There is no clear overall leadership within the staff group and responsibilities are not, therefore, always clearly defined. The setting works closely with the local school to build good relationships.

The partnership with parents is generally good. Parents are mainly well informed regarding the Foundation Stage and the assessment process. They are invited to be involved in their children's learning by ensuring children bring in items for 'show and tell' relating to the current theme.

### What is being done well?

- Children are confident and their self-esteem is being nurtured by the opportunities given for them to speak out in front of the group and share items brought from home. Children listen attentively to the contributions of others and staff show their interest through questioning and encouragement given.
- Children enjoy books and stories, access books independently and sit in comfort to look through books on their own or with a friend. They listen attentively to stories read by an adult on a one-to-one basis or at group storytimes.

- The focussed activity is well planned to cover several areas of learning. When cooking children count as they measure ingredients, are encouraged to think and talk about the different elements of the activity, explore the texture of icing sugar and shredded wheat and manipulate the shredded wheat to make a nest shape. They wait patiently for their turn. The member of staff retains the children's interest through conversations and the organisation of the activity.
- Good relationships and friendships are in place. Children share activities such as the train set and play well together. They join together to help tidy away the toys. They willingly take turns at the climbing frame/slide and other activities.

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

- the opportunities provided to encourage children to mark make in everyday play situations and gain an understanding that writing has a purpose
- the opportunities in everyday situations to develop children's skills in number recognition, problem solving and calculation
- the planning and assessment process

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

At the last inspection the setting was asked to develop the assessment process to ensure that it showed details of attainment and progress. A new assessment process has been introduced recently but the observations made to date do not clearly give details of attainment and progress. This issue therefore remains from the previous inspection and progress limited.

The setting was asked to provide parents with information about their child's attainment and progress and offer them opportunities to contribute their observations. Generally good progress has been made. A parents evening was held to explain the new assessment process and parents invited to contribute their observations. Some parents are being involved in this way but not all parents are yet fully aware of the assessment process.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children have a positive approach to learning. They confidently contribute at group time and make decisions regarding the activity they wish to undertake, quickly settling to play for concentrated periods. They share activities and play co-operatively together showing patience when waiting their turn to undertake activities. Good relationships are in place and children respond positively to clear boundaries and are well behaved. However, their independence is not encouraged in all areas.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident communicators and enjoy describing items brought from home and at 'show and tell' time and discussing cake ingredients. They enjoy books and stories handling them appropriately and listening attentively. Older/more able children recognise their own and other's names and link sounds to letters. Opportunities to recognise and identify their name are mainly limited to the Nursery Plus session and children are not being encouraged to write in everyday play situations.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have many opportunities to make patterns when painting or using equipment for this purpose. They count confidently when taking part in the cooking activity, number rhymes or working out how many people are present. However, children are not being sufficiently challenged to build on their counting skills or recognise numerals. The older/more able children are encouraged to add and subtract at everyday activities but opportunities are sometimes missed to develop their understanding.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are encouraged to explore and investigate the ingredients for the Easter nests and learn about change from this and other activities such as seed planting. They are skilled in using construction toys to design objects and model with junk. Planned activities to celebrate festivals are increasing their knowledge of special events in their own and other cultures. Children talk about their families and visit the local environment. Their interest in technology is not fully being fostered.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children manoeuvre the trains confidently on the track, use sewing cards and manipulate clay and dough to develop their hand and eye co-ordination. They show control when using bicycles keeping within the defined area and use the slide in different ways. They enjoy moving to rhythms created with musical instruments. The daily routine is generally developing an understanding of health and bodily awareness. Plans do not include the use of the outdoor area for physical play.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Paintings used in displays show children's skill at painting representational pictures. Plans include collage activities and constructions in two and three dimensions but these are almost all adult inspired with an end product in mind and do not encourage children to explore the materials. Children enjoy using musical instruments and experimenting with sound and join in with action songs enthusiastically. Staff do not fully encourage children's imagination in the role play area.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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## OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- Develop planning to include:
  - - how children's assessments will be used to inform planning
  - - how short term plans will be evaluated to inform planning
- Ensure opportunities are used in everyday situations to develop children's skills in number recognition, problem solving and calculation
- Ensure children have opportunities to mark make in everyday play situations and gain an understanding that writing has a purpose.

*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.*