

ABC Nursery Class

Inspection report for early years provision

Unique reference number	251382
Inspection date	08/06/2010
Inspector	Moira Oliver

Setting address	63 Orwell Road, Felixstowe, Suffolk, IP11 7PP
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Type of setting	Childcare on non-domestic premises
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

ABC Nursery Class opened in 1985 and operates from a convent / retirement home for the nuns in Felixstowe. The nursery has sole occupancy of two connected rooms with their own toilet facilities. The group serves the local community and all children share access to an outdoor play area. There is level access to the premises.

A maximum of 14 children may attend the nursery at anyone time. It is open each weekday during term time from 9:30am to 11:30am and 12.30pm to 3.00pm on Mondays, and 9.15am to 11.45am on Tuesdays, Wednesdays, Thursdays and Fridays.

There are currently 30 children from two years to four years on roll. Children attend for a variety of sessions and the setting receives funding for nursery education. The nursery supports children with special educational needs and/or disabilities and also children who speak English as an additional language. The setting is also registered on the voluntary and compulsory parts of the Childcare Register.

The nursery employs four part-time staff to work with the children. All of the staff are experienced and three of them have appropriate early years qualifications to at least level three. The setting receives support from a teacher from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident, settle well and make good progress in their learning and development. Strong, trusting relationships are built with the parents, information is shared daily and they are involved in their child's development records, ensuring continuity of care. Children's health is promoted and effective systems ensure they are safe and secure at all times. Staff work as an effective team and are supported to reflect on their practice through self-evaluation, maintaining continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the systems to ensure that the individual needs of all children are met ensuring that schedules, routines and activities flow with the children's needs, with particular regard to group organised snack times, circle time, toileting and outdoor play
- support the development of independence skills and problem solving with specific regard to accessing and putting on own clothing, pouring drinks and

- tidying away equipment
- develop systems to regularly share children's learning and development records and other relevant information with practitioners from each setting a child attends.

The effectiveness of leadership and management of the early years provision

Children are protected because the staff have a secure knowledge of their roles and responsibilities in safeguarding children from abuse and neglect. Clear policies, which are shared with parents, ensure that staff are confident to follow appropriate procedures when necessary. The staff have attended up-to-date safeguarding training and are aware of the inter-agency links in place to protect children. Robust recruitment and vetting procedures ensure that children are well cared for by experienced and qualified staff. Thorough risk assessments are carried out on all areas of the premises as well as for any outings they attend. Staff assess the premises on a daily basis and review practice to ensure children are protected from hazards at all times. For example, they make alternative arrangements, taking the children through the convent to access the outdoor area, when builders and scaffolding are in the way of their usual exit.

The staff work as a dedicated and motivated team, sharing responsibilities, such as, planning, record keeping, story times and the health and safety of the children. Ongoing training is encouraged, staff are valued and their strengths recognised. The group have made a good start in self-evaluation and clearly identify their strengths and have plans to bring about improvements. For example, they are increasing the activities, resources and play experiences in the outdoor area, have identified training they wish to attend and are working on becoming more flexible with the daily routine. Staff have identified that large group activities are not always appropriate for all children, especially the younger ones and they have tried new ideas such as rolling snack. However, on some days, children spend long periods in whole groups or waiting to go to the snack table or outside. Therefore they are not actively engaged at all times and as a result get bored, fidgety and behaviour issues sometimes arise.

Staff are attentive, they work closely with the children, supporting their play. They are genuinely interested in the children, their families and their lives outside the group. They have an effective key person system and have developed special bonds with the children and parents. Staff know the children very well which helps them to plan relevant activities around the children's interests and abilities. The staff value the important role that parents play in their child's progress and actively encourage contributions and information through daily conversations and termly individual meetings with their key person. Parents speak very highly of the staff, they are very happy with the care and education their children receive at the nursery. They are confident that their children will progress very well and are supported by caring and capable staff. Staff work closely with the schools that they feed into, they attend transition meetings and the teachers visit the children at the nursery to aid with the transition process. They work closely with support teachers from the local authority and other professionals to help support children. However,

they do not have systems in place to share learning and developmental records with practitioners from other settings the children attend to fully ensure progression and continuity of care.

All children are valued and their individuality recognised and respected. They use resources, activities and celebrations to promote discussions about similarity and difference and to increase awareness and understanding.

The quality and standards of the early years provision and outcomes for children

Children are happy, confident and settle well. They enjoy their time in the nursery and build strong relationships with the staff. Children confidently select items, such as, magnets, binoculars and cameras from the low-level accessible shelving. They enjoy spreading margarine onto bread at snack time. However, children's independent and problem solving skills are not always promoted. For example, they are not encouraged to access their own paper for painting, put on their coats, select and put on aprons, or pour their own drinks. Opportunities for children to problem solve during everyday routines are sometimes missed in the hurry to tidy up the toys.

Children are becoming skilled in sorting as they put away the resources, for example, children methodically put the large bricks into the box, sorting out all the long ones to go in first. They use simple calculation as they join in with number songs and rhymes and older children can recognise numbers on the number line. They take part in planting activities and grow their own beans, cress and carrots. They are becoming skilled in using a lap-top and can manage to operate the mouse. Children have many opportunities to develop early writing skills as they role-play in the office area using pens, stamps and ink. They are encouraged to write their names on their pictures and use name cards to support them. They enjoy stories in a large group as well as individually as they choose books from the inviting selection and turn pages one at a time. Children are able to express themselves through language as they excitedly recall events that happened in the holidays, such as, visiting the zoo and seeing huge elephants.

Children are creative, they love dressing-up and have a selection of hats and other accessories enabling them to become builders, fire fighters and princesses. They wear hats and carry hoses, putting out fires around the nursery. They express themselves through music as they access a range of instruments, banging drums and cymbals and blowing a toy harmonica. Children use paints and have access to a range of creative media such as collage, paper and glue.

Children learn about keeping safe through routine activities, such as, using the equipment safely and watching out for others as they manoeuvre the tricycles and other ride on toys. They take part in fire drills and Fire Officers are invited into the nursery to talk to the children about their jobs, providing opportunities for children to see the fire engine, hoses and try on helmets. They learn about keeping themselves healthy through regular fresh air and exercise, personal hygiene routines and healthy foods. They enjoy snacks of fruit and take part in planting,

harvesting and eating vegetables grown in pots or in the garden. They have some opportunities to climb as they climb up the ladder of the slide and they develop skills as they practise to scoot and pedal tricycles. Children enjoy throwing and catching and also develop other skills as they use the play tools to pull the nails out of the holes. Children learn to take turns and share the resources. Staff are calm and use age appropriate explanations to support children to manage their behaviour and to understand the expectations of the group.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met