

Plaxtol Nursery School

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Plaxtol Nursery School is a privately owned and managed setting. The nursery opened in 2001 and is registered by Ofsted on the Early Years Register. It operates from two rooms in a village hall in Plaxtol, Kent. The setting is accessible and all children share equal access to an enclosed outdoor play area. The nursery is open each weekday from 9am to 12 noon with additional sessions from 12 noon to 3pm on a Monday and Friday. The group is open during school term times.

A maximum of 30 children may attend the nursery at any one time. There are currently 22 children aged from two to under five years on roll. The group currently supports children speaking English as an additional language. Children come from the local and wider community.

The nursery employs five staff, with three holding appropriate early years qualifications. There is currently one member of staff working towards a qualification. The nursery provides funded nursery education for three and four-year-olds and receives support and advice from local authority early years professionals. The setting has achieved accreditation status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting meets the welfare and learning needs of the children exceptionally well. Children are fully involved in safety concepts and can play and learn within a secure and highly stimulating play environment. The partnership with other professionals and parents clearly promote the development of individual children. The setting has an excellent capacity to maintain ongoing improvement. The strengths of the provision and areas for development are consistently evaluated to promote high quality outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will continue to improve the quality of provision for all children

The effectiveness of leadership and management of the early years provision

Children are safeguarded extremely well because every adult working with them has a clear and current understanding of safeguarding issues. All staff know how to implement procedures in the event of a concern. Ongoing suitability checks on new and current staff are rigorous in ensuring that children are only cared for by suitable adults. Risk assessment is thoroughly conducted. The written record includes all aspects of the provision, including outings and any unusual activities, with clear evaluations and reviews where necessary. These measures promote the children's safety and welfare exceptionally well.

The provider works extremely hard to ensure that everyone involved with the provision shares a commitment to drive and maintain continuous improvement. Ongoing evaluations in all areas of practice promote exceptional outcomes for the children attending. The learning environment promotes the excellent progress children make in relation to their starting points. Staff are very well deployed to meet the needs of the children and the continuing professional development of all staff remains a priority. The provider's commitment to sustainability is evident and children are actively involved in recycling activities and caring for the countryside. This promotes their early understanding of environmental issues.

Equality and diversity is deeply embedded into all areas of practice. The development of different groups of children is highly prioritised. A clear policy challenges any discrimination and staff attend regular equality and inclusion training updates. Thorough evaluations ensure that no child is disadvantaged and that all children can reach their full potential.

Comprehensive, ongoing use of self-evaluation captures the setting's strengths and areas for development. The views of staff, parents, outside agencies and children are rigorously used to enhance the already accredited provision. The group has recently improved the systems for recording the next steps in children's learning and has provided exciting new play equipment. The team is currently reviewing all areas of practice ready for an accreditation review. This ongoing input systematically promotes high quality outcomes for children.

The setting works hard alongside outside agencies and other settings to promote children's development. For example, children who have recently transferred into local reception classes visit the nursery children to make muffins to sell for charity. Excellent information sharing and meetings between settings ensure continuity of care and learning for children. Children benefit from an outstanding partnership with parents. An excellent range of information is shared and parents contribute to planning, children's learning experiences and progress records. Parents feel included in all aspects of the provision and praise the dedication of the longstanding staff team. They feel they are approachable, professional and prepare children extremely well for school transitions. As a result, clear consistency of care and learning is promoted for all children.

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

Children benefit from excellent adult support in their play and learning. Staff ask innovative questions, which help to engage children in a continuous flow of shared thinking and meaningful communication. This is evident; for example, as children explore with flour and a range of resources to 'make a cake' or liken the colour of the flour to snow. This high quality input extends children's learning effectively. A comprehensive range of toys, resources and experiences are pitched to meet children's individual and collective needs. These cover all areas of learning and help children to make rapid progress. An excellent mix of adult and child-led play encourages children to explore and investigate all aspects of the learning environment. Resources and experiences promote many positive images of diversity and help children to learn about the differences between people in society. Children's independence is actively encouraged and the use of programmable resources helps them to problem solve and discover how things work. They investigate natural resources and explore seasonal changes, which enables them to observe differences in the environment at different times of the year. Children's imaginations are promoted as they use puppets and other resources to become actively engaged in well-read stories. They mark make using a wide range of resources and some confidently write their own names. Their early communication, language and literacy skills are promoted exceptionally well. Children develop an ongoing awareness of number, size, shape and measure through everyday activities. This includes measuring with scales and spoons, using mathematical language such as 'big' and 'smaller' and counting twigs collected from the school field. They engage in imaginative role play as they take baby dolls to the shops and confidently recreate real life scenarios through their play. Children speaking English as an additional language and those new to the setting are supported exceptionally well by picture cards that help them follow routines and make choices. This ensures the inclusion of all children and helps them to reach their full potential. Systematic use of observational assessment identifies children's learning styles and charts the rapid progress they make over time. This is evident throughout their time at the setting. The next steps needed in learning inform future planning to ensure that all experiences build on children's current skills and interests. Regular evaluations help staff to identify any gaps in the curriculum for individuals and groups of children. This ensures that appropriate early intervention quickly develops their play and learning in all areas. Overall, the excellent learning opportunities help children to develop the skills necessary for their future learning and development.

Children are actively involved in comprehensive safety routines and experiences. For example, they know they need to hold hands with a partner when crossing a car park to the school field, in case vehicles are moving. They wear high visibility jackets on outings and know how to use equipment safely, for example, when using rakes or spades outside. Children feel very safe in the care of staff. For example, those new to the setting are allocated the key person that they naturally bond with from day one. This promotes their sense of security exceptionally well. All children take part in a regular programme of planned physical activity to learn about keeping fit and healthy. They are involved in food preparation, for instance, picking blackberries to make muffins and cutting up their own fruit and vegetables

at snack time. Topics are extended at home to continually raise children's awareness of healthy eating. Highly effective systems help to prevent the spread of infection. For example, children spontaneously wash their hands after outside play and before snack time. This teaches them effective personal hygiene skills at an early age.

Children are considerably well behaved because they are continually occupied in meaningful activity. Staff are very good role models who innovatively teach them how to share and take turns. All children are encouraged to find their own solutions to conflict wherever possible and to recognise the effect their behaviour may have on others. The behaviour management methods in place promote children's self-esteem exceptionally well.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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