

Paws Nursery School

Inspection report for early years provision

Unique reference number	119256
Inspection date	05/05/2010
Inspector	Anne Jeanette Faithfull

Setting address	Hayley Green, Warfield, BRACKNELL, Berkshire, RG42 6BS
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Paws Nursery School is a privately owned and registered in 1995. The nursery operates from two large rooms within a self-contained building in the Hayley Green area of Warfield, Berkshire. There are toilet and kitchen facilities available and children have access to an enclosed outside play area. The nursery school serves the local community.

The nursery is open five days a week from 9.00am to 3.30pm. Children may attend for a variety of sessions; these run from 9:00am until 11:30am and 1.00pm to 3.30pm. Children may also attend the lunch club which operates between 11.30am to 1.00pm. The nursery is registered for 24 children on the Early Years Register and is also registered on the compulsory part of the Childcare Register.

There are currently 48 children on roll. The nursery is in receipt of funding. The nursery is able to support children with learning difficulties and disabilities, and children who speak English as an additional language. There are nine staff members employed to work directly with the children, of these four staff hold relevant early years qualifications. The nursery receives support from the Early Years Development and Childcare Partnership (EYDCP).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy attending this nursery and they are incredibly confident, happy and secure. The dedicated staff team recognise the uniqueness of each child and provides an inclusive environment where each child is respected, valued and included. Children make good progress in their individual learning and development as staff provide them with a stimulating environment where children are able to make choices and initiate their own learning through their play. Strong partnerships with parents, carers and other professionals contribute significantly to children's welfare. New self-evaluation and monitoring systems put in place by the managers ensures areas for improvement are continually identified and acted on. This ensures the continuous development of the nursery to further enhance the outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a daily record of the names of children looked after on the premises and their hours of attendance (Documentation) (also applies to the compulsory Childcare Register) 17/05/2010

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

- develop further the new systems for planning, observation and assessment to identify areas of learning children are working towards and their individual progress through the early learning goals
- ensure hand washing routines are consistently followed by all children at snack time to help protect children's health and promote hygiene awareness
- update the policies to ensure they are more reflective of the nursery.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of safeguarding procedures and are clear about their roles and responsibilities. They are aware of the steps and procedures to follow if they have concerns about a child. Robust recruitment, checking and induction procedures ensure all staff working with the children are suitable to do so. Since the last inspection there are now two managers who work part-time at the nursery. They work very well together to support each other and the staff. All staff take a positive approach to their work and comment on how much they like working at the nursery. The staff are committed to the development of the nursery and an appraisal system ensures staff training needs are identified. Staff who attend training readily share the information gained with other staff members to ensure they are all kept up-to-date on the latest childcare practice. A comprehensive range of risk assessments is in place to ensure children are kept safe both inside and outside. However, the daily register currently does not show the actual times of children's attendance, which is a specific legal requirement. Children are aware of the steps to take in an emergency as they regularly participate in the fire drill. Regular checks by staff ensure children play in a safe and secure environment. Children can access a wide range of resources independently as they are stored at child height. All required policies and procedures are in place, however some policies and procedures have been in place for a number of years and do not reflect what currently now happens in the nursery.

Emphasis is given to providing a fully inclusive setting where children learn and about their own and other cultures through planned activities and resources. Staff promote equality and diversity well. This enables children to readily acknowledge their own unique qualities and the characteristics they share with others. Strong partnerships are established with other early years professionals, ensuring children's individual needs are consistently recognised, planned for and addressed. Information is shared when required in a sensitive and confidential way. Parents make many positive comments about the nursery including how their children thoroughly enjoy coming to the 'home from home' nursery, and the learning through play environment offered. Parents state how they have 'peace of mind' leaving their children with the caring and supportive staff team in place. A good range of information is displayed and available for the parents including the nursery newsletter which informs parents about any events and health issues. The daily verbal information exchange with the parents ensures they are aware of any concerns and how their child has spent their time at the nursery. The manager has

a clear vision for the future of the nursery. All staff work well as a team, helping to implement the changes being made to ensure the changes have a positive impact on the outcomes for children. Regular staff meetings ensure staff have the opportunity to share their ideas for future development and participate in a self-evaluation process and the new action plan identifies areas for improvements, with target dates. The nursery has also addressed all the recommendations from the last inspection. All these measures help to ensure the continuous improvement and development of the nursery.

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

Children thoroughly enjoy being in this stimulating play and learning environment. They are confident, active learners because staff enable them to make independent choices. The organisation and arrangement of the environment both indoors and outdoors enables children to access all areas of learning freely. Staff effectively use their knowledge of the Early Years Foundation Stage to provide a child-led environment where children learn through their play and a range of activities and experiences. A new observation, planning and assessment system has just been developed by the new manager. This is still being implemented to ensure children's progress through the early learning goals (ELG's) is identified and used to ensure their continuous development and progress. Staff encourage children to experiment and learn through their play for example, some children mix the sand and water and show great delight when pouring the mixture from one container to another and adding more sand to the water. Staff recognise children's spontaneity. For instance, a child asks if they could have a football competition and children and staff talk about the competition in group time. Children enthusiastically talk about the equipment they need, including a box which they had made but unfortunately had broken. They talk about they are going to mend the box. Children readily respond by saying 'super glue' and 'sellotape'. All children's ideas and thoughts are taken into consideration and staff allow children the time to explain what they would do.

Children develop very strong attitudes towards learning in the calm atmosphere where staff support children in making decisions for themselves or with their friends. For example, a child asks another child to go and play with the musical instruments with her and they extend their enjoyment by putting on a music tape so they can play and dance to the music as well. Staff continually extend children's learning throughout the day for example, asking a child what weather do they need to fly a kite and the child responded by saying "windy". Children use their imagination well as they ask an adult to drive their car to Lanzarote and Cape Verdi. They talk about how they are going to get there especially when the adult reminds them they have to cross the sea. One child responds by saying "I would skip across the sea". Children enjoy role playing and dressing up, for example, they put on different clothes as they pretend to go to Legoland on a hot day. They confidently ask the inspector if she wanted to join them and as it was a hot day she would have to take her cardigan off. Staff make effective use of everyday routines to extend and develop children's understanding of number. Children talk about shape and size, talking about the shape of their kite and commenting that

their piglet is too heavy for them to lift now. Children enjoy experimenting with paints and mixing them on the table to make other colours. They use a range of tools including rollers to paint different boxes and other items. Staff enable children to use scissors and plug in the tape recorder under supervision so they are aware of how to use the items safely.

Children are encouraged to think about sustainability as the staff remind them not to leave the tap running and children help to re-cycle the paper and plastic they use by putting them in the re-cycling bin. Children are confident in using a range of technology; they independently play computer games and operate the mouse and keyboard with ease. They talk to staff about bees and how they sting. Staff encourage their thinking by asking what else do bees do and children reply 'They make honey for us.' Children demonstrate a very strong sense of belonging, they are extremely confident and readily approach staff and visitors. Children's behaviour is exemplary; they show care and concern for each other and readily share and take turns. They help to support and look after the younger children helping them to settle in and readily give them a cuddle when they become upset at being left by their parent for the first time. They help each other resolve disputes, for example, two children both want to play with the same toy so another child nearby immediately goes over to them and reminds them to share and explains the reasons why. The two children respond and carry on playing together. Children comment how much they enjoy coming to 'their' nursery and how they can play with their friends and have fun. Children experience a range of different people coming into the nursery to talk about their role in the community and they celebrate birthdays and festivals.

Children's physical skills are fully promoted as they participate in a range of activities and experiences. They enjoy playing in the garden where they use a range of equipment which enables them to climb, play and balance. Staff promote children's understanding of a healthy lifestyle as they remind them to use tissues to blow their nose. However, not all children follow the hygiene procedures in place to ensure they wash their hands before snack time. Children are beginning to be aware of healthy eating as they choose the items of fruit or what to put on their toast at snack time and they can access a drink and a snack when they require. Snack and mealtimes are sociable occasions where children sit together and are able to eat at their own pace. Children readily talk to each other about their day and older children spontaneously help the younger children to undo the items from their lunchbox.

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

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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	1
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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 17/05/2010