

# Penmoor Nursery School

Inspection report for early years provision

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<b>Unique reference number</b>	EY340117
<b>Inspection date</b>	15/09/2010
<b>Inspector</b>	Anne-Marie Moyse

<b>Setting address</b>	Yelverton War Memorial Hall, Meavy Lane, Yelverton, Devon, PL20 7EA
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<b>Type of setting</b>	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**

Penmoor Nursery School has been running for many years, and was taken over by the present owner in 2006. It operates from the Yelverton War Memorial Hall, Yelverton, Devon. A maximum of 26 children may attend the nursery at anyone time. The nursery is open each weekday during the school term time. It operates from 8.00am to 4.00pm on Monday, Tuesday and Thursdays, and from 8.00am to 1.00pm on Wednesday and Fridays. The nursery have sole use of the main hall, and share the toilet facilities and kitchen area with other users of the community centre. The children are able to access an enclosed outdoor play area.

The nursery is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The nursery operates a breakfast club for older children and the setting is able to take children to Meavy Church of England Primary School and St Andrew's Church of England Primary School at Buckland Monachorum. Currently the setting has 64 children on roll, aged from two to under five years, and five older children. The nursery currently supports children with special educational needs and/or disabilities and children with additional languages. The setting receives funding for free early education sessions.

The nursery employs 10 members of staff. Of these, two hold Qualified Teacher Status, and one is working towards Early Years Professional Status, and five hold level three qualifications in Early Years. The nursery is a member of the Pre-school Learning Alliance and receives support from the Local Authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The nursery employs highly skillful, well-qualified and conscientious staff who receive strong positive leadership from their manager. As a result, the nursery promotes excellent outcomes for every child. Exceptionally good relationships are developed with parents, where detailed information is exchanged on a daily basis and ensures that each child's individual needs are identified, respected and well supported. Children are making excellent progress in all areas of learning as they access a stimulating and enabling environment, where they make choices and develop their learning according to their individual interests and stage of development. The nursery reviews and reflects on their provision for every child, successfully identifying and maintaining continuous improvements.

## **What steps need to be taken to improve provision further?**

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

- developing further systems to monitor the effectiveness of the environments and routines at the setting to meet every child's needs

## **The effectiveness of leadership and management of the early years provision**

Every member of the staff team is valued and they have an expert understanding of their roles and responsibilities in maintaining high standards for every child. They offer a fully inclusive approach, acknowledging and celebrating each child's uniqueness, with positive attitudes to promoting equality and diversity. They follow very clear, detailed procedures to ensure that children's safety and security is promoted at all times, and that other users of the facility are not a risk to the children. Staff are very confident in the appropriate action to take with regard to any child protection concerns. The manager ensures that all staff receive refresher training in child protection procedures to highlight and reinforce their knowledge and understanding. Robust vetting systems combined with a detailed induction and appraisal system are in place to ensure that all staff working with children are suitable and competent to do so. Comprehensive risk assessments and meticulous ongoing checks ensure that hazards to children are minimised, both within the premises and when they are on outings.

The staff work exceptionally hard to transform the community hall into an enabling and stimulating environment, where children are able to freely access a broad range of high quality toys and resources, which reflect their own and other's cultures. Children's self-esteem is promoted as their work is displayed attractively, and posters help create a child-centered and language-rich environment. Excellent information is provided for parents on a large notice board which includes a yearly outline of events planned for the children, including visits and celebrations. At times, children are able to access the well resourced outdoor area, where they can play with materials and activities which promote all areas of learning. Staff plan and provide an excellent range of activities and play opportunities, which reflect children's interests and stage of development. They use the information gathered from effective observation and assessment systems to help plan for each child's personal learning and development. Skillful interaction with the children enables staff to challenge and extend children's learning through their play, in a sensitive and tailored way.

The setting employs some very good systems for continually reviewing and evaluating all aspects of the provision. Ongoing training ensures that staff are kept up-to-date with current good practice and they implement changes following any training. All documentation is regularly analysed and evaluated to ensure that it is correct and accurate. Feedback from development workers and parents is used to identify areas for improvements. However, the setting does not always evaluate the daily routine activities, such as the way the children can access the outdoor area, or the organisation of meal times or the whole group story time.

A key strength of this provision is the exceptionally strong relationships developed with parents and others. Excellent information is shared with parents on their child, their individual needs, preferences and stage of development. Ongoing verbal

feedback and daily diaries provide parents with a record of their child's achievements and time at the setting, which they appreciate and find useful. An 'open door' approach is offered to all parents who are invited to share information whenever they wish, with more formal coffee mornings arranged for dedicated times when parents can see children's development folders and discuss their child with keyworkers and the manager. At the end of each year, parents receive detailed written reports on their child with a review of all their achievements and progress during their time at the nursery. Parents' views are sought and highly appreciated, with feedback from questionnaires used to help the setting make improvements and evaluate their provision. Effective links have been formed with other providers of the Early Years Foundation Stage, that children may attend, ensuring that consistent care is offered. Staff have forged very good links with other agencies, who offer help and support to the staff and children. Links with all the local schools are well established and support children's smooth transition onto their next stage of learning.

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

Children are making very positive relationships with each other and the staff, and are developing a good sense of belonging. Most children are very eager to attend the setting and are very happy and secure. New children attending are very well supported through the sensitive and thoughtful settling-in procedures to help them adjust. Staff use their expertise to ensure that familiar toys and activities are on offer to help engage children's interests on separating from parents. Children are reassured as they recognise their keyworker and develop their self-confidence, tentatively exploring the environment and the interesting toys on offer. Children are very polite and well mannered, and understand the expectations of the setting. Staff consistently encourage good behaviour, through positive and enthusiastic praise.

Older children quickly choose what to play with, and are busy and active during the sessions. They demonstrate high levels of imagination as they initiate small world play with the fairy castle or the cars and garages. They are confident to explore how to balance the scales with the pine cones and other resources. They use counting and calculating skills at snack time as they work out how many cups and plates are needed. Children's health is exceptionally well promoted through the healthy options offered at snack time, and the meticulous attention staff pay to encouraging good personal hygiene routines. Information is offered to parents to advise on the healthy contents of packed lunches, which are stored safely in the refrigerator. Children's independence is promoted as they organise and clear up after their meals, placing their dirty dishes in the bowl. They save the scraps from their meals to feed the chickens, developing their awareness of recycling.

Children are happy to play independently or with their friends and are very well supported by the staff who follow children's lead and encourage children to be active learners, think for themselves and solve problems. Children listen

attentively, concentrate extremely well and participate enthusiastically in group activities, although the younger children are not always ready for formal whole group situations and are able to access alternative activities. Children thoroughly enjoy singing and music, they readily join in with action songs and start to sing spontaneously during their play. Classical music is played during meal times and extends children's knowledge of rhythms and styles.

Books are very well used by the children, who self-select books to read with staff or on their own. Children's love of books is fostered as they borrow the nursery books to read with parents at home, and happily read in the outdoor area. They quickly become familiar with their favourite stories, joining in with the repetitive phrases and rhymes. Mark making resources are always available so children can develop their pre-writing skills. Paint and creative materials are readily available, most days, encouraging children to develop their own art and creations. Children's creative development is further promoted as the nursery organises 'dressing-up days' when all the staff and children wear role play resources and develop their play around a central theme.

As soon as the doors to the garden are open children rush to play outside. They make excellent use of the outdoor learning environment and benefit from daily fresh air and physical activity. They enthusiastically develop their coordination and balance skills as they pedal various types of trikes around the paved area, following the signs and road markings. Children develop their muscle control as they enjoy using the various paint brushes and water to pretend to paint the sheds and walls. Others like to climb the small tree or take turns to crawl through the tunnel, or use the slide imaginatively to develop their control and awareness of safety. Children explore the feel of the sand and use mathematical language as they fill containers. The mini JCB diggers are a favourite resource and children learn how to control the various leavers and joysticks to pick up scoops of wood chips. Children have sown various seeds and learnt how to tend plants and look after their environment. The nursery are keen to develop links with their local community and the children visit the nearby retirement home, to perform plays and talk to a different generation. Recent visitors to the setting include a police dog handler, the fire brigade, and a local small holder who brings in a selection of young animals to give children a first hand experience of handling animals.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **Annex B: the Childcare Register**

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