

Little Oaks Nursery Class

Inspection report for early years provision

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Inspection date	15/10/2010
Inspector	Jennifer Cutler
Setting address	C/O Hartpury Primary School, Over Old Road, Hartpury, Gloucester, Gloucestershire, GL19 3BJ
Telephone number	07961 550 398
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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

Little Oaks Nursery Class opened in 1997. It operates from a building in the grounds of the New Hartpury Primary School in the village of Hartpury in Gloucestershire. The nursery serves the village and surrounding rural area. It is managed by a committee which includes school staff, school governors and parent representatives. Places are available for children from the age of two years. There are currently 23 children on roll, of whom 18 are funded three- and four-year-olds. They attend for a variety of sessions. The group welcomes and supports children with special educational needs and those for whom English is an additional language. The nursery class currently opens five days a week during term-time. Core opening hours are from 9am to 3pm. Four part-time staff and a regular helper work with the children. All staff have early years qualifications and are child protection trained. The setting receives teacher support from the local authority. Little Oaks Nursery Class is registered on the Early Years Register and on both the voluntary and compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in all areas of learning. The manager and her team have a very good understanding of how children learn and, in particular, successfully develop children's imagination and creativity. Children are very willing learners because they have very good relationships with adults. Transition to the primary school is smooth and seamless. Excellent self-evaluation procedures make sure that there is no complacency and underlines the setting's outstanding capacity for improvement.

What steps need to be taken to improve provision further?

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

- enhancing the excellent partnership with parents/carers by, for example, providing information about different types of special educational needs.

The effectiveness of leadership and management of the early years provision

The welfare, safety and security of the children are very high priorities for the staff of Little Oaks Nursery Class while the setting operates in a temporary building. There are good quality arrangements for safeguarding and protecting children from harm. Staff have attended safeguarding training and are aware of their roles and responsibilities. Children feel happy, safe and well cared for as a result. There has been excellent attention to making sure that risk assessments are in place and that every eventuality is catered for whilst the new, purpose-built nursery is being

completed. The accommodation is well laid out and caters for all areas of learning. Children have ample opportunity to use a wide range of inviting resources indoors, or outside in a well-fenced area. This adds much to their enjoyment of learning and the excellent progress they make. Daily fire and safety checks are rigorous.

An excellent range of policies make sure that the nursery is run in an efficient and effective way, and for the benefit of the children. The partnership with parents and carers is excellent. Parents are all well informed about how their children are cared for and about the expectations of the nursery class. They have access to a very good range of information about what their children are learning, and are encouraged to be involved. The staff make sure that parents' and carers' views are taken into account by sending out questionnaires and by meeting with them regularly. They identify ways to further improve the strong partnerships. All these things have an excellent impact on the progress that children make.

The nursery is extremely well led and managed, and the achievement of the Bristol Standard is an example of the team's commitment to keeping abreast of new ideas and improving practice. The manager is extremely well organised and has high aspirations for her staff. All adults have completed a wide range of courses which have had a good impact on how children learn. Staff are very good at talking to children and developing their vocabulary. They introduce them to new ideas and successfully develop their understanding of the world about them.

Excellent assessments of children's achievements are the basis for the nursery's way of planning. Staff are able to make sure that they cater for each child in an individual way because they can seize upon the children's interests to make learning meaningful and to develop knowledge and skills further. Delightful learning journals are full of children's work and photographs, which staff can use to identify which areas of learning have been covered, how much progress a child is making and what step to take next. Excellent relationships with the primary school mean that all information is passed onto the reception teacher so that children continue to make progress and are able to enjoy the next stage of their education.

Little Oaks Nursery Class is an inclusive setting, which pays excellent regard to equality and diversity. Staff cater very well for children with English as an additional language and those with special educational needs and/or disabilities, who make very good progress in their learning. Everyone is fully included and valued for the talents they have. Children successfully learn about different cultures, traditions and celebrations. They learn that human beings are all very similar but have special differences, and they celebrate their individuality. There were no recommendations to be addressed from the last report. However, the manager has made sure that the setting is constantly improving by identifying areas for improvement and by rigorous evaluation, resulting in excellent self-assessment.

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

Provision for children at Little Oaks Nursery Class is excellent. They all make significant gains in their learning because they enjoy coming to school, have fun and have excellent relationships with all adults. This makes them feel safe and secure so that they can learn in a warm atmosphere which promotes their individuality. The staff are good at seizing upon the children's interests, and learning is meaningful. For example, when the children had written letters, the staff encouraged them to make a post-box. They talked about the post-boxes in the village and the colour needed to paint the model. The building site, a source of fascination for some children, has been successfully used to develop role play and is an interesting stimulus for many activities. The children have a well-developed sense of belonging and obvious confidence in the adults who care for them.

Children choose from a wide variety of interesting activities. They concentrate for long periods and show determination to finish a project. Staff challenge children to solve problems themselves by asking pertinent questions. This has a good impact on the way they learn. Consequently, most children make very good progress and grow in independence. A very good combination of child-led and adult-initiated activities allow children to experiment and investigate. Children are very proud of the tomatoes they have grown and are engrossed in planting seeds. They enjoy a variety of materials to play with, and staff make sure that they have plenty of tactile experiences; twigs, sticks, earth, stones, sand and water are all available for children to use at will. Children's imagination is encouraged when they talk about imaginary members of the class, 'Mr Nobody' and 'Lila Why who's very shy'. Children show that they care for others and, when asked about how to make Lila Why welcome in their class, one child answered, 'Play with her!'

Snack times are very enjoyable occasions and staff sit with the children and enjoy a chat. The children have a good understanding of healthy lifestyles and understand why it is important to eat healthily, why they need to wash their hands before eating or after going to the toilet, and the importance of cleaning their teeth. They help cut up fruit for each other and learn about making healthy eating choices. They handle knives carefully and know about keeping safe. The children obey the rules and behaviour is excellent. Children ride bikes in the playground and know they must not cross the chalked line or ride their bikes up the ramp for fear of hurting themselves. Children are prepared for the world by learning about different cultures and traditions. They look in the mirror, compare themselves with pictures of children from around the world, and learn to appreciate differences and similarities in human beings. Raising children's awareness of the diversity of the world prepares them extremely well for future life and learning. Children at Little Oaks Nursery Class have an excellent start to their education.

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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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