

Pamphill Pre-School Nursery

Inspection report for early years provision

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Inspector

Chris Shaw

Setting address

Pamphill First School, Pamphill Green, Pamphill,
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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

Pamphill Pre-school Nursery opened approximately 26 years ago and is an integral part of Pamphill First School which is located on the outskirts of Wimborne. It is registered on the Early Years, compulsory and voluntary Childcare registers. The setting operates from the school hall and is open Monday to Friday term time from 8am until 8.45am, which is the breakfast club, and from 8.45am until 11.45am, as the nursery. A maximum of 26 children may attend at any one time. There are currently 20 children aged from two to under five on roll. Of these, 11 receive funding for early years education. Children attend from a wide catchment area. The setting supports children with special educational needs and/or disabilities. The setting employs eight members of staff. Of these, seven hold appropriate qualifications and one is working as an unqualified assistant. The manager also has an Early Years Foundation degree. The setting receives support from Dorset Sure Start.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This outstanding nursery inspires children to overcome difficulty, celebrate diversity and do their best. All children are exceptionally well served by caring and experienced staff who enable them to make outstanding progress overall in their learning and development. The leader and other adults work hard to create an exciting and challenging environment in the large space they share with the first school. All constantly strive to make improvements and this has resulted in exceptional provision for all groups of children. Overall, the nursery and breakfast club have an excellent capacity to improve.

What steps need to be taken to improve provision further?

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

- further improving systems for recording children's progress in information and communication technology.

The effectiveness of leadership and management of the early years provision

The setting promotes a palpable sense of security and care that inspires confidence in parents and provides immediate comfort to the children. The safeguarding and welfare of the youngsters is outstanding because these features permeate every aspect of the nursery's work and ethos. All staff have been carefully vetted to ensure that they are safe to work with children. The leader and other staff have developed a high level of expertise in the care and development of all children, including those with special educational needs and/or disabilities, to

address any issue that may be a barrier to learning. Parents and carers can feel certain that whatever their child's needs, he or she will be brought into the 'family' on an equal footing and given every opportunity to do their best. Overall, the nursery staff have an above-average level of qualification and competence and are ambitious in their efforts to improve their knowledge and understanding. They welcome fresh challenges and strive to improve their practice through critical self-analysis. The leader has tackled assiduously the recommendations made by the previous inspection and, in the case of a recommendation to improve the fire drill, gone well beyond what was asked. A child-friendly evacuation procedure, heralded by a whistle, supplements the termly fire alarm. Children also practise medical emergencies and staff have a 'snatch bag' containing everything required for an extended period away from their base as well as special instructions for ambulance crew about particular children.

Although the school hall used by the nursery is large and bright, it is shared with the first school and has to be set up and dismantled afresh each day. This imposes some restrictions, such as the lack of permanent display space and the necessity for strict routines. However, the staff have adapted extremely well, making use of screens for display and planning activities meticulously on a rolling programme. This ensures that all the areas of learning are covered, in every cycle. During free 'play' some of every type of resource is available. The outdoor area is exceptionally rich in the diversity of opportunity it offers and has the advantage of belonging entirely to the nursery children who are given the freedom to organise things to their own satisfaction.

The leader makes effective use of an online template for self-evaluation and this is clearly leading to regular improvements to the learning provision. The analysis of overall achievement that informs the fine-tuning of provision, particularly in the areas of language and communication and the use of numbers and problem-solving is well developed. Examples that show improvement in the use of information and communication technology are less well developed. Parents and carers say that they are very happy with the information the nursery provides them with about their children's progress. The nursery leader has experimented with different ways of providing this information, based on questionnaires and other feedback and in response to the previous inspection report. This is an area that the setting hopes to improve even further. The nursery also enjoys a highly effective relationship with the local authority as part of their quality improvement cycle and has developed strong links with social, welfare and medical services in response to parents' and children's needs in these areas.

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

Children thoroughly enjoy their time in the nursery and breakfast club. All are eager to attend. The older ones are refreshed and ready for school and the nursery children are reluctant to go home at the end of the session. Children make great strides in all areas of learning and most especially in their personal and social development. Children develop exceptional understanding of and respect for each other's differences and similarities through role play, music making and mime.

They also take part in activities designed to facilitate learning for visually impaired children and children with speech difficulties, learning a variety of ways to communicate. Through the use of games, dolls, rituals and routines they learn how to stay safe, to cope with emergencies and unfamiliar situations and to help children less able than themselves. They develop a clear understanding of how to stay fit and healthy through regular exercise and the provision and preparation of fruit snacks.

Children work and play together in harmony, taking pains to share the resources and their newly-found knowledge. Two children playing outside with the water tray have the following conversation: 'What's that ship doing?' says one; 'It's floating on the water!' declares the other. 'This is an airplane' says the first, 'No it's a fish, see the eyes...'. This example illustrates the high level to which children develop observational and descriptive skills. The day previously, children had been on an expedition to the woods to collect material for a 'dinosaur den' that is taking shape in the corner of the outdoor area, increasing their knowledge and understanding of the world. The nursery is working towards a UNICEF qualification to be a 'Rights Respecting School' that involves children not only in valuing each other but also in charitable work and in respecting the environment. In another outside corner is the vegetable patch. The carrots have been sown, grown, pulled, cooked and eaten and the remains turned into compost for next year. Nearby, a wall hanging made in celebration of the Chinese New Year flutters in the breeze, showing children's developing understanding of the wider world.

All staff make frequent notes as they observe children, for example, as they sing counting songs, write their names on a picture or build a stack of scrap materials to make a tower. These notes are posted in record files at the end of the session and make a valuable contribution to the excellent assessment of individual progress. This is used to draw up targets and activities, based on age-related expectations, for individuals to make the next steps in their learning. During the first term this information forms a baseline and then eventually builds to a clear picture of attainment and progress in each child's folder, although the recording of skills and progress in information and communication technology is not so clear and children have fewer opportunities to develop these skills. This folder is passed on to the Reception class teacher in the First school. The regular sharing of space and activities with the school's Early Years department during the summer term, along with sessions for parents, helps prepare youngsters for the move to the next stage in their education. Children are also proud of the daily record in photographs and words that celebrates their achievement and makes a talking point for parents when they arrive at the end of the session.

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	2
The effectiveness of partnerships	1
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	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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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