

Teddy Wilf's Nursery School

Inspection report for early years provision

Unique reference number	EY409959
Inspection date	11/10/2010
Inspector	Christine Clint

Setting address	St. Wilfred's Church Community Hall, Durnford Close, Chichester, West Sussex, PO19 3AG
Telephone number	07881 740 168
Email	teddy.wilf@hotmail.co.uk
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Teddy Wilf's Nursery school opened in 2010. It operates from a community hall in the Parklands area of the Chichester, West Sussex. The nursery school provides sessional care for 26 children from two years to the end of the early years age group. It is open each weekday from 9am to 12 noon, during term time and has sole use of the premises during the hours of operation.

The nursery is registered on the Early Years Register. The setting provides funded educational places and supports children with learning difficulties and/or disabilities.

There are currently four staff working with the children, three staff are qualified in early years childcare and education. The nursery has 19 children on roll who are all in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The nursery session is not sufficiently planned to provide an effective balance of adult-led activities or to meet children's individual learning needs through purposeful play. The lack of challenge for children also affects behaviour at times. Partnership working is initiated but inclusive practice is weak. The provider has developed a wide range of documentation to meet the regulations, although not all records are available for inspection as required. There is a level of commitment to meeting the Early Years Foundation Stage, although the strengths and weaknesses of the provision have not been assessed or evaluated to promote continual improvement.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- must plan and provide a balance of adult-led activities and child-initiated play experiences which are appropriate to each child's stage of development and ensure systems to regularly evaluate the provision are included (Organisation) 13/11/2010
- must undertake sensitive observational assessments to link with children's records of development and ensure 13/11/2010

- these are used to plan for future learning
(Organisation)
- must promote equality of opportunity to ensure that every child receives and enjoyable and challenging learning and development experience (Organisation) 13/11/2010
 - must provide a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident; including a risk assessment for outings (Documentation) 13/11/2010
 - ensure that written parental permission for seeking emergency medical advice or treatment is in place for every child at the time of the child's admission to the provision (Safeguarding and promoting children's welfare) 13/11/2010

To improve the early years provision the registered person should:

- increase the level of resources available to encourage children's understanding of differences and to value them, and ensure that all families and children are included

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is sufficiently maintained because the provider has sound procedures for carrying out staff suitability checks and there are plans to review these regularly. There are clearly worded policies and procedures for safeguarding which include all necessary steps to promote children's protection. The nursery has a full procedure for recording any complaints. There is a policy for assessing risks and the daily routines are well supervised. The shared venue is regularly checked, although the records of risk assessment for the premises and for any outings are not available for inspection. There are established procedures to ensure that children's individual information is recorded and most permissions are requested and obtained from parents. Permissions in relation to consent to seek emergency medical advice or treatment are not all in place. Accident records are individually completed and filed. There is also an established system to manage any administration of medication according to the regulations.

The leadership and management of the setting is not fully effective because many areas of the provision do not meet the Early Years Foundation Stage. There are no planned systems to evaluate the daily activities or to ensure the overall provision meets the regulations for maintaining all records. The nursery implements systems to track and monitor children. Key staff complete records of assessment for each child and these include progress summary reports; although there are very limited observations of children's play to support the full level of assessment in place. There is no link between the wide range of planned and recorded next steps for children and the daily activities taking place during the session. Individual children's needs for learning are not included or followed during the everyday

activities to increase their opportunities for making progress, or to narrow the achievement gap .

The nursery has an appropriate range of resources to encourage children's interest and to generate play; these are organised on a daily basis to provide some variety. Children do have freedom and choice but the lack of adult enthusiasm and stimulation results in many younger children playing alone and following child-initiated play ideas for long periods, with less purpose and challenge. There are times when the lack of staff focus and interest creates behaviour difficulties between children; however, these are swiftly managed by staff. As a result of the poor planning and staff interaction children's progress towards the early learning goals of the Early Years Foundation Stage is limited.

The partnership with parents and carers is becoming soundly established. Parents have a prospectus; they can see the full range of notices displayed and have access to all written policies and procedures. They enter the nursery regularly and share verbal exchange with the provider and key workers. There are newly introduced systems to ensure that parents are involved in the individual assessment process for their child.

The nursery has developed ongoing links with the early years network for guidance and support. Professional advice is obtained for individual children's specific development needs, although there is little evidence to show that the plans are used to promote inclusion and individual development during daily activities.

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

Children are settling when they arrive and they learn to self-register. They find toys and start to play; they make their own decisions and move freely between the prepared resources. All activities are self-initiated and younger children play alone or alongside each other. There is little encouragement to develop ideas for sharing activities or engaging positively with others. Staff are well-deployed but do not engage and extend children's ideas, interests or thinking. Children do not have sufficient opportunities to achieve and fully enjoy their learning, because the activities are not planned or based on children's level of development. Children are encouraged to help with clearing away the play resources but this takes a long time and is not well planned, therefore children's behaviour deteriorates at times.

Children are learning the routines of the day and they follow these when prompted; they begin to show some independence at times. They ask to use the toilets and staff accompany them; they wash their hands before snack time and have healthy choices of prepared fruit and vegetables. Children are learning to pour cups of water which are available within the room during play. Some children are beginning to develop positive relationships with staff and their confidence is growing. However, there are groups of children who are not fully included in activities and their individual needs are not sufficiently supported.

Children understand the boundaries when playing outside in the courtyard and staff question them to ensure they are aware of the security measures in place and their significance. Children are beginning to learn about safety and their own responsibilities during active play. They show excitement when spending time in the fresh air and children learn to share and manoeuvre the bicycles, they take turns to throw balls. Children's understanding of the wider world is not promoted through everyday activities and there is no planning available to show how they develop skills for the future.

The daily routines for group time are limited to sitting together for snacks and for story and singing. Children are eager for both group sessions and they take the initiative at snack time to fetch their own books whilst waiting at the table. Staff follow this lead and children learn to turn pages and read from pictures. The story time session is short and competently managed by staff, who read with interest. Children are attentive and listen well; they sing with confidence and happily clap each other as the junk models are handed out.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	4

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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