

Peasedown St John Primary School Nursery

Inspection report for early years provision

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Inspector Rachael Williams

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Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

Peasedown St John Primary School Nursery opened in 2002 and extended its provision for two year olds in 2010. The nursery is situated at Peasedown St John Primary School near to Bath and operates from designated areas within the school. There is an enclosed outdoor space for children's outside play. The nursery is open each weekday from 9am to 3pm during school terms.

The two-year-old part of the nursery is registered by Ofsted on the Early Years Register. A maximum of 20 children in the early years age range may attend this at any one time. At present, 33 children attend on a part-time basis. The nursery supports children who have English as an additional language and who have special educational needs and/or disabilities.

The governing body employs eight members of staff to work directly with the children, all of whom hold appropriate early years qualifications. Of these, two staff hold Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery is highly effective in consistently ensuring that outcomes for the children are exemplary. Positive and caring relationships have been established with the children; this has ensured that practitioners have effective knowledge of children's uniqueness. Therefore, practitioners are able to plan and organise a rich and varied environment which meets each child's individual needs. Children's welfare is effectively and efficiently promoted. Multi-agency working and effective partnerships with parents and carers ensures that children receive appropriate support and continuity in their care and development. Committed teamwork ensures that the provision is rigorously monitored and plans for the future are well-targeted to bring about further improvements to the provision.

What steps need to be taken to improve provision further?

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

- continue to develop liaison with other early years providers to mirror the excellent practice established with childminders.

The effectiveness of leadership and management of the early years provision

Rigorous systems have been established to ensure children are safeguarded and protected through effective prioritisation and multi-agency working. Clear management responsibilities have been established and those with designated responsibility have appropriate training and work collaboratively with key agencies. Robust and consistent recruitment arrangements ensure that all staff are appropriately qualified and suitable to have unsupervised responsibility for young children. For example, a centrally held register ensures early years practitioners, teaching staff, students and volunteers. Criminal Records Bureau checks are efficiently monitored. Comprehensive risk assessments and effective monitoring ensure that all areas accessed by the children are safe and hygienic. Through effective in-house training all practitioners have exceptional knowledge of child protection issues to ensure their welfare. Well-written policies and procedures are fully understood by practitioners and effectively implemented to ensure the smooth running of the nursery provision.

Practitioners work exceptionally well and have a common sense of purpose in improving outcomes for children. Rigorous and extensive monitoring by an inspirational management team ensures that key priorities are identified and well-targeted in improving outcomes in achievements and well-being for the youngest children. For example, the management team have been proactive in developing the outdoor environment through visits to other nurseries and research to ensure that improvements have a positive impact on the quality of the provision. Consequently, planning for continuous improvement is effective.

Comprehensive systems have been established to ensure practitioners have exceptional knowledge of children's starting points in order to monitor their progression. For example, home visits ensure that a wealth of information is obtained through observations of children in their home environment and fruitful discussions with parents. Time and consideration has been taken in organising and sustaining the exceptional learning environments, both indoors and outside, and the effective deployment of well-qualified, interested and experienced practitioners. Partnerships with parents and carers are exceptional. They receive a wealth of information about the provision and their children's achievements. Slide shows are used effectively to show parent and carers children's engagement in a broad and balanced range of experiences. Parents and carers are able to contribute to children's learning through the use of 'Wow' moments for instance, that a child has ceased to use his dummy and that a child has successfully learnt to count to 10.

High regard is given to ensuring that all children are well-integrated into the fully inclusive nursery provision. Caring relationships have been established with the children to ensure they are very confident and settled within the environment. Exceptional multi-agency working and collaboration with parents ensures that the needs of all children are successfully met through high levels of support. For example, effective liaison with speech and language therapists has developed children's communication skills for instance, through the use of Makaton. The

nursery promotes children's understanding of diversity exceptionally well for instance, through topics and themes. For example, all children are actively involved in activities relating to Diwali such as, using a range of tools safely to create patterns on Diva clay lamps, and the inventive use of a suitcase full of traditional Indian clothing for children to engage in role-play activities.

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

Children's independence is consistently encouraged for instance, children make decisions about their play and make healthy choices regarding their meals and snacks. Children independently access toys and resources from an abundant range of high-quality products. When tidying away children efficiently return toys and resources to their appropriate home. For example, children match book covers to illustrations, replace tools and instruments to their silhouettes and observe picture labelling on shelves.

Practitioners interact effectively with the children to encourage critical thinking and excellent communication skills in order to embed skills for the future. Practitioners listen and respond well to children's interests and ideas. For example, children have shown a recent interest in dogs therefore, the role-play area has been developed into a pet shop and, through parent requests, a 'doggy bag' has been added to the 'talk time bags'.

Children play a dynamic role in their learning and offer their ideas in order to enhance their play. For example, children are actively involved in exploring the low level branches pretending that they are fire fighters. They use long sticks as hoses taking care not to hit each other accidentally. Children become competent in exploring new skills such as, taking their first steps to climb unaided within a safe environment. Children enjoy their learning, for example, a young child explores a painting activity with sustained interest. She uses a straw competently to blend the colours and to create patterns in a variety of ways. There is an excellent balance of experiences to engage children in for instance, children become competent in exploring the environment independently and enjoy the opportunities that arise in group time where they can explore phonics and share their experiences. Children relish the opportunity to be the special helper for the session and behaviour is very well managed. Children are offered clear explanations by practitioners who are excellent role models and empower them to resolve conflicts independently. Children have an excellent sense of belonging through their relationships with key carers and all practitioners within the nursery. Each child has their own peg and draw in which to leave their personal possessions.

Stringent arrangements ensure that children's progress is accurately recorded by diligent staff who make relevant observations of children's engagement in activities. Observations are successfully linked with children's stage of development to ensure learning priorities are fully identified and comprehensively used in the planning of future activities.

Children become aware of their own safety. For example, during Forest School activities in the conservation area children become aware of how to behave appropriately around a campfire or when using a selection of tools. Excellent systems have been established to ensure children become aware of good personal hygiene routines. For example, before mealtimes children wash their hands using antibacterial soap and dry them on paper towels which are disposed of appropriately in order to prevent cross infection. Meticulous knowledge of children's individual needs ensures that children's nappies are routinely changed and that suitable provision is made so that children are able to rest or sleep in a quiet environment. The inspirational development of the outdoor area, which includes opportunities for children to grow their own fruit and vegetables, ensures that children have every opportunity to be physically active. For instance, children thoroughly enjoy creating pathways and negotiating space on the ride-on toys.

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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