

Felicity's Nursery School

Inspection report for early years provision

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EY341060

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07/10/2010

Inspector

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Setting address

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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

Felicity's Nursery School opened in 2006 having previously been operating under different ownership for a number of years. It operates from the village hall at Crockham Hill village Hall, near Edenbridge, Kent. Children have access to the large hall, small room, hallway and toilets. The group uses a community garden located next to hall for outside play.

The provision is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. A maximum of 28 children may attend the nursery at any one time. The nursery is open each weekday from 09:00 - 12:00 Tuesday, Wednesday and Friday and 09:00 - 15:00 on Mondays and Thursdays, during term-time only.

There are currently 41 children attending within the early years age group

Children come from a wide catchment area. The nursery employs nine members of staff. Eight staff hold appropriate Early Years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners competently promote the unique needs of every child and effectively meet their learning and welfare needs. Children play in a stimulating, inviting and very secure setting. Staff's knowledge of how each child learns is reflected well in the quality of the provision provided and the continuous evaluation of the Early Years Foundation Stage. This ensures outcomes for children are promoted. The extremely strong partnerships with parents and other services ensures that continuity of care and development for children is given a high priority. The continuous and successful self evaluation of the provision promotes the identification of weaknesses and the celebration of success. Improvements are implemented immediately. Therefore children make considerable progress in their learning and development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure routine activities provide purposeful learning opportunities for children; such as snack time and mark making
- ensure books that promote positive images of today's society are always accessible to children
- ensure all children have regular access to large equipment to promote gross motor skills all year round

The effectiveness of leadership and management of the early years provision

Children are safeguarded well through the effective policies, procedures and safety practices of all staff. Therefore children are kept safe and secure within the provision. Designated staff have attended additional training and all staff are very aware of child protection issues and how to refer any concerns. Fire drills are successfully implemented, recorded and evaluated to ensure all children have a good understanding of what to do in an emergency. Thorough risk assessments are in place for everyday use of the setting and the outside area. All required documentation is in place to promote children's well-being and good health. The proprietor ensures that all necessary checks are completed on staff members to allow unsupervised access to children. A safe arrival and departure procedure ensures children's safety is paramount, with an effective collection procedure for children collected by persons other than their parent/carers.

The proprietor of the setting has an accurate awareness of the strengths and weaknesses of the provision and has realistic targets for ongoing and future development. Staff have a pro-active attitude towards the continuous evaluation of their practices and are quick to make changes to improve the development and welfare of all children attending. The children and parents take an active role in the continuous improvement of the setting through questionnaires, use of photos displayed daily on digital photo frames and daily verbal interaction. However, the setting has not successfully implemented improvements relating to two of the seven recommendations from their last inspection. Staff have consistently attended additional training to keep their knowledge and practices up to date and to enhance children's learning and care experiences. This results in children accessing a good range of resources and equipment that are mainly pre-selected by the staff for the children's session. The setting uses the resources, advice and information from the local authority and other settings well to ensure correct procedures and practices are implemented successfully.

Equality and diversity is promoted throughout the session through the use of role play materials and displayed posters, depicting a diverse society. However, books that promote children's understanding of diversity are not always made accessible to children within the book corner. Children are all equally included in the activities and their particular needs and interests are identified and promoted from the moment they join the nursery. Staff are particularly strong at recognising individual children's needs with regard to the planning of daily activities.

The partnerships with parents is unquestionably strong. All staff have a positive commitment to consistent and continuous care and learning opportunities for children. They have a high regard for information gained from parents. For example, the regular questionnaires completed by parents on aspects of the provision and the settling in process and records made are used to ensure an individual programme of development and care is offered to children. This results in reassured parents and happy, settled children where their individual needs are met. The setting shows a dedicated commitment to keeping parents informed

about children's progress and events taking place, For example, regular newsletters with information on children's learning at home, displayed information about what activities children have participated in during the session and regular open days where parents are invited in to view the session and discuss their child's progress with their key person. The proprietor actively uses feedback from parents to make changes to the format of children's assessment records to ensure parents have a better understanding of the education programme.

The setting also has a high regard for other practitioners and other agencies involved in the development and welfare of children in the setting. Staff openly share information with other professionals and have close links to local primary schools that children transfer to. They actively encourage the reception teachers to visit and get to know the children before they transfer. Information from other agencies such as occupational health is used to make adaptations for individual children and influences the planning for their targets.

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

Children are very settled and happy within their environment. They are familiar with the routine due to pictorial guides of daily activities and familiar staff. Children are comfortable with making choices from the pre-selected resources and move freely and confidently from one activity to another. Staff have a clear respect for the children and they make learning and development for the individual their main focus. They strive to plan the best activities in order for children to learn and thrive in their care. Staff gain clear and effective starting points for children through information gained from parents in the settling in pack. This is enhanced further by initial assessments of the child's development during their settling in time. This information is used very effectively to inform daily plans for individual children's learning. This clearly links observations made by staff, their next steps for development and future plans, which contributes towards the success of the children's individual ongoing development within the Early Years Foundation Stage.

Observations of children's achievements are informally written by the key person and are then used to relate to the areas, aspects and stages of learning within the curriculum. Therefore, staff have an accurate knowledge of each child's progress and current stage of development. An easy reference guide is currently being implemented to ensure both key person and parents alike can visually see their children's achievements.

Children are very inquisitive thinkers, constantly asking staff and visitors questions. They enjoy participating in all activities, particular when they lead the play; such as role play and small world imaginative play. Some adult-led activities and routine activities do not always promote children's independence or purposeful learning. For example children are not able to take part in the preparation of snack time or the serving of drinks. Children also take part in creative activities that involve pre-drawn shapes and limited learning opportunities. For example; children painted staff drawn starfish pictures orange without additional resources or discussion to

extend their learning in other areas.

Children feel safe and understand boundaries within the setting, explaining why they cannot enter the kitchen due to hot water and sharp knives. They behave well towards each other and the staff, demonstrating their skills of sharing, turn taking and using good manners. They have a good understanding of the effective "golden rules" and listen intently to instructions when the bell is rung. Children show a good understanding of hygiene practices by using toilets and washing facilities independently. This is due to the effective provision of low down potties, a disabled- easy access toilet and low level wash hand basins. Children are reminded why they need to wash their hands to promote good hygiene practices. Staff ensure that subtle procedures are followed to promote children's health and well-being when they are tired or unwell in the setting. Children take part in daily physical activities and are encouraged to play outside as part of the daily routine. Parents are expected to provide coats and wellingtons to ensure children play out in all weathers. However, large equipment for physical play is not always accessible to all children throughout the week. During suitable weather children use the tree in the garden to climb, as well as some sessions dedicated to purely physical activities. Not all children have access to these planned events and sometimes are not able to choose when they can use large equipment such as tunnels or climbing frames to enhance their physical development.

Children are effective communicators. They express themselves confidently, verbally and with gestures. They access written and pictorial materials through the book corner and planned story times. Children competently predict stories and recall events. Children have some opportunities to mark make using paint and flour but are encouraged to learn to write their name in structured non-purposeful exercises from a very young age rather than through meaningful daily activities.

Children spend long periods of time at activities, showing good levels of concentration and involvement. They show a good level of interest and knowledge in counting and problem solving. For example a young child slowly and methodically completes a complex 1-20 counting puzzle, pointing to the numeral, naming it and putting it in the correct position. Staff encourage further participation and learning by using easy references and strategies; such as explaining that a "1" before a number means it is a "teen" number. Children are intrigued by magnets and demonstrate their inquisitiveness and independent in learning. A four year old child tries different materials to see if a magnet would work through them. By trial and error she discovers that the magnet works through the cover of a book but not through a table. Activities such as this helps to extend children's skills and promotes their abilities for future learning.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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

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

Met