

Abbot House Nursery

Inspection report for early years provision

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Inspector

Karen Scott

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*.

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Description of the setting

Abbot House Nursery is committee run. It opened in 1998 and operates from a bungalow next to the Christian Centre in Seasalter, Whitstable. There are two playrooms, a room for messy play, toilets, office, a kitchen and a secure outside play area. There is wheelchair access to most of the rooms, a disabled toilet and a ramp to access the building. It is open each weekday from 9.15am to 12.15pm, term time only. During terms five and six the nursery is also open from 12.45pm to 2.45pm. The nursery serves the local area and surrounding towns.

The nursery is registered on the Early Years Register. A maximum of 23 children may attend the nursery at any one time. There are currently 26 children aged from two to under five years on roll, some in part time places. The nursery currently supports a number of children with special educational needs.

There are eight members of staff working with children, seven of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 2. One member of staff is participating in further training. The setting provides funded early education for three- and four-year-olds and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are valued as individuals and benefit from attending a setting where their uniqueness is valued. They are making excellent progress and are encouraged to be independent and inquisitive learners in a highly welcoming and stimulating environment. Children benefit from a highly committed staff team who take pride in their setting and are keen to continuously improve on their practice and what they offer children and their families. Consequently children benefit from playing in an environment that is continuously evolving and therefore improving outcomes for them.

What steps need to be taken to improve provision further?

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

- encouraging all parents and carers to add to their children's Learning Journeys, promoting shared working and supporting development.

The effectiveness of leadership and management of the early years provision

Abbot House Nursery has a high regard to the safeguarding and welfare of children. Thorough and robust risk assessments help staff to highlight any risks and to act upon them. There is a comprehensive awareness of safeguarding issues and easy to understand charts help staff to process any concerns and protect children if the need should arise. Parents and carers are fully aware of the setting's procedures on welfare and safeguarding as these are informative and shared with them. Visitors to the setting are not left alone with children and are clear of their role when they are there. Children's safety is paramount. For example, after erecting a ramp in the garden staff risk assessed children's play on it and made changes in order to keep children safe.

Children play in a warm and welcoming environment where they are able to make choices about what they play with as toys and resources are easily accessible from clearly labelled receptacles. Toys and resources are suitable for the ages and stages of development of the children attending and offer a wide range of opportunities across the different areas of learning. Staff are well deployed, knowing their role each day. These are displayed so everyone, including parents, knows where staff are if they require them. However, these are flexible to meet the individual needs of children. Children and their families benefit from an established staff team who are keen to extend on their knowledge and do so regularly. They are skilled at interacting with children and extending their learning but also know when to stand back and let children lead their own play. Children are thriving as a result of the environment that they play in. Abbot Nursery is a highly evaluative setting that believes in continuous assessment in order to improve outcomes for children. All staff are involved in continuously evaluating their practice, valuing the opinions of parents, the regulating body and advisors from the local authority. The group is in the process of undertaking a Quality Kite Mark and have found this to be an extremely helpful tool when looking at their practice. Changes made are always evaluated to check on how they have improved outcomes. There is no doubt that improvements made have had a positive impact on the overall quality of the early years provision and outcomes for children. For example, the outdoor area has been developed to create an area that covers all six areas of learning which benefits all children particularly those who prefer outside play and this area continues to be enhanced to further improve outcomes.

Key person's knowledge of children and their families' background and individual needs is excellent and helps the setting to work closely with them. Children are valued as individuals and their differences acknowledged and celebrated and the group works hard to ensure that all children are integrated. Children see a vast range of positive images displayed around the setting and parents are invited to the setting to share their cultural cooking with children, helping children to learn about differences and taste a diverse range of foods. Children with additional needs benefit from being supported by a highly skilled specialist and staff team. The specialist works very closely with parents and other agencies to support children and the group are highly successful in closing identified gaps in children's achievements and in helping them to integrate, having excellent strategies in

place. The group has also established strong relationships with others delivering the Early Years Foundation Stage to children that they are caring for which promotes united working, encouraging children's learning and development. Excellent relationships with schools that children are due to attend eases transition and helps them to also meet children's needs and continue their development through the stepping stones. Parents and carers are welcomed warmly to the setting and know that they can approach their key person for support and advice whenever they wish. Children's Learning Journeys are easily accessible to them and they are able to take them home and add to them whenever they wish. However, the setting would like more parents and carers to add their input to them to further promote partnership with parents. Before children start, parents and carers are invited to meetings that explain the nursery's ethos and the Early Years Foundation Stage and there is a wealth of information in the entrance hall to support parents. Parents and carers feel a sense of belonging and offer help at the nursery whenever they are able to. Parents are part of the committee and organise meals where parents can meet as a group and bond away from the setting, promoting friendships and support. Parents are also invited on yearly outings and to watch their children perform circus skills, for example. Families may borrow books and toys whenever they wish, further promoting a bond, and parents and carers are extremely happy with the care that their children receive, the progress they are making, and the inclusive and welcoming environment that they are all part of.

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

Children have formed strong bonds with their key person and the rest of the staff team. Children new to the setting know that they can approach their key person for support and do so willingly, feeling safe and secure. Children show a strong awareness of keeping themselves safe. They are told who visitors to the setting are and why they are there to ease their concerns but will question who people are. Children are given reminders about staying safe but discuss their own safety too. For example, the paths are slippery and the children discuss this and how they will play on other areas when outside to avoid slipping over and how to sit on the carpet so that fingers are not trodden on accidentally. Children have ownership of their health and well-being and they help themselves to tissues to blow their noses, disposing of them appropriately and then wash their hands, for example. They know when they need to wash hands such as before eating and do so without prompting. Children make choices about whether they wish to play in or outdoors and have an excellent understanding of the importance of exercise as part of a healthy lifestyle. They discuss what clothing should be worn in hot and cold weather and understand the effect exercise and weather has on them when playing outside. For example, children discuss how the cold weather has made their cheeks rosy and the reasons for this. Children are encouraged to be independent at snack time. They help themselves to plates and cups and pour their own drinks. They make choices about what they eat from a selection of healthy options and place used items in washing up bowls when finished. Snack time is a social occasion and children talk about what they are eating and drinking,

discussing food chains from beginning to end and the importance of not wasting food and drink. Children display high levels of confidence and self-esteem. They are kind and caring towards one another, showing compassion if another child is upset. Children are extremely independent, making choices about what they play with and evaluating the experience afterwards. They cooperate and share willingly, drawing other children into their play. Children's artwork is displayed prominently, making them feel that what they have created is valued. Children are polite and receive much praise for their efforts. They enjoy looking at photographs of friends past and present.

Children play a full and active role in their learning. They come together in their key group to discuss what they have been doing and what they would like to do next. Staff regularly observe children and use these observations to assess children's stages of development and to think about where children require further support. Staff find out children's interests after observation and discussion with parents and understand that children will learn more at these things and therefore make opportunities for children to follow their interests. Planning is individual to each child and consequently children are making excellent progress through the developmental stepping stones. Children are developing skills for the future. They have access to a range of programmable toys which they use with competence and ease. They listen to audio books and play on the computer at games staff know will fire their enthusiasm, for example. The role play area is large and children model behaviour using a range of real and pretend resources. It is changed to reflect children's interests but adapted back to a home after children's requests, showing that they make choices about the play environment. Children are skilled communicators and there are a range of resources to assist those that have difficulty, such as signing posters, to ensure that all children have voices and are heard. Children see their name throughout the setting and there are many opportunities for them to practise their writing and pre-writing skills through play. Staff introduce new and interesting words to children as they play. For example, when children are participating in music and movement they think about the word 'shimmy'. Numbers are displayed in and out doors and children practise their counting skills when playing. Staff introduce number candles to the play dough, for example, as children like making cakes with the dough and this introduces number recognition to their play. Children go for regular walks in the local area, exploring the environment. They welcome visitors to the setting, learning about their roles within the community. Children care for their pets, feeding them regularly and enjoy using a real camera to take photographs of their friends. There are many opportunities for children to develop their fine and gross motor skills. Children have access to a range of tools which they use safely and competently. When participating in artwork children help themselves to a vast range of resources, enabling them to create individual pieces. They decide what they would like to be displayed and all work is individual and valued. Children enjoy playing with small world toys, acting out experiences. Overall children are making excellent progress through the developmental stepping stones. They are highly independent learners who show strong curiosity and concentration at activities they choose and enjoy participating in.

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

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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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