

# Albrighton & Donington Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	511122
<b>Inspection date</b>	26/11/2010
<b>Inspector</b>	JASVINDER KAUR
<b>Setting address</b>	Rectory Road, Albrighton, Wolverhampton, WV7 3EP
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<b>Email</b>	
<b>Type of setting</b>	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**

Albrighton and Donington Nursery is located on the edge of the village of Albrighton, near Wolverhampton, on the Shropshire border. The setting occupies a converted former school building. All children share access to a secure enclosed outdoor play areas. The nursery is registered to care for a maximum of 32 children. This provision is registered by Ofsted on the Early Years Register. The nursery is open each weekday, term time only, from 9.15am to 12.15pm and from 1.00pm until 4.00pm, including wrap-around care over lunchtime. The nursery serves the local area and the surrounding community. There are currently 64 children attending who are within the Early Years Foundation Stage. The nursery employs 10 staff that work with the children. All of the staff, including the managers, hold appropriate early years qualifications. Of these, two members of staff are currently working towards a foundation degree.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

All staff are dedicated to improving the quality and standard of education and care through continuous self-evaluation. Children feel safe and secure and enjoy their time in a friendly and stimulating environment. All policies and procedures are inclusive and are implemented successfully to promote children's welfare. The partnership with parents is generally positive and there is a two-way exchange of information on a daily basis with regard to children's routines and development. The nursery is highly committed to working in partnership with other providers and organisations to promote learning and well-being for the children attending.

## **What steps need to be taken to improve provision further?**

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

- develop observation and assessment records to ascertain children's next steps clearly, in order to plan activities to meet their individual needs
- improve further the system for evaluating aspects of the provision by actively involving parents

## **The effectiveness of leadership and management of the early years provision**

Staff have a clear understanding of safeguarding children. They are aware of their responsibility to report any concerns to the Local Safeguarding Children Board. They are also familiar with procedures should an allegation be made against a member of staff and the implications this may have for their practice. Thorough recruitment procedures are in place for ensuring that children are cared for by staff who have completed appropriate checks. The security of the premises is well maintained throughout. To eliminate hazards, a detailed risk assessment and daily

safety checks are carried out in all areas and for projected outings. Children adopt safe and responsible practices through visits from the emergency services and regular input from staff. All children are protected from the spread of infection because there is a good procedure in place to exclude any with infectious illnesses.

The management is motivated to enhance practice through collating the views of staff to identify areas for further improvement. Staff receive ongoing support from the Local Authority and attend a range of relevant training courses. This leads to better outcomes for children. However, parents views are not actively sought in the process to evaluate and improve services. Nevertheless, in general, children benefit from positive relationships between parents and the staff. Children's achievements and progress are discussed on a regular basis and at end of term reviews. Regular newsletters keep parents informed of changes and events within the nursery. The partnerships with other organisations and providers delivering the Early Years Foundation Stage are well-established in respect of promoting the continuity of children's learning, development and well-being.

Children independently access well organised resources in a clean, bright and colourful environment, where they are confident and develop warm and friendly relationships with staff and peers. Staff are proactive in promoting equality and diversity. Children are encouraged to understand and respect the values and differences of others as they celebrate festivals all through the year, including the Chinese New Year, Diwali, Easter and Christmas. Sufficient resources are available depicting positive images of diversity.

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

Children are happy, enjoy coming to the setting and have a positive attitude to learning. They interact positively with staff, who spend time talking to and playing with them. An effective key worker system ensures children are cared for by consistent staff. Consequently, children are confident in approaching staff about their needs. On the whole, staff plan purposeful play and a good balance of adult-led and child-initiated activities. They have set up a system to maintain children's individual profiles. However, records of observations and assessments have not been fully developed to clearly identify children's next steps in learning, in order to plan activities to meet their individual needs.

Children's learning and competence in communicating is well supported. They extend their vocabulary by sharing their thoughts and experiences throughout the session. Staff interact with the children, engaging them in conversation and promoting their language abilities well. During group activities, children pay close attention and respond appropriately while listening to stories and singing songs. Good opportunities are provided for all children to make marks or to write for various purposes, to recognise and write their own names and to use their phonic knowledge to link sounds and letters. Children develop understanding of numbers and shapes through daily routines and during play such as matching and sorting shapes and colours, singing number rhymes and counting. For instance, they work out how many children are in two separate groups and how many they add up to

altogether. They expand their simple calculation skills and learn about differences in size and pattern during cooking activities, role play and whilst categorising toys according to size and colour.

Children exercise their imagination and express thoughts whilst using a good range of art materials to develop their creative skills. They produce their own art work alongside more structured activities for the purposes of themed pieces, including junk modelling and a wall display of Bonfire Night. A range of texture experiences, including hand and foot printing and using natural materials for collages, encourages children's talents. Children are well supported in developing the knowledge, skills and understanding that help them to make sense of the world and the environment. They engage in exploratory activities like recycling, growing plants and learning how water turns into ice and vice-versa. Children learn about changes in the weather all through the year. A selection of resources, including tools and electronic toys, gives children opportunities to begin to develop their understanding of how technology can help them in their everyday lives.

Children develop their physical skills through a range of opportunities throughout the day. Regular nature walks, access to the outdoor play area and enthusiastic participation in outdoor group games promotes children's coordination and spatial awareness. They are engaged in activities requiring hand-eye coordination and show increasing skill in the use of scissors and construction sets.

Children understand the importance of basic personal hygiene and wash their hands before they eat and after using the toilet. They enjoy packed lunches and drinks are readily accessible throughout the day. Staff use these times as opportunities to promote children's social development. Well planned daily routines enable children to feel safe and confident. They enthusiastically help staff to tidy-up and learn about team work. Children are well behaved and form positive relationships with adults and peers. They have a good awareness of right and wrong, responding positively to guidance from staff. Children are frequently encouraged, praised and rewarded and their efforts are acknowledged appropriately.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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