

Great Walstead School

Inspection report for early years provision

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Inspection date

07/09/2010

Inspector

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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).

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Description of the setting

Great Walstead School Nursery registered in 2009 and is run by a board of governors. It is located in Great Walstead School in Lindfield. It operates from a spacious enclosed part of the school building. The group opens five days a week during school term times. Opening times are from 8.30am to 3.30pm. All children share access to a secure enclosed outdoor play area.

The provision is registered on the Early Years Register for children aged two years. A maximum of 14 children aged two years may attend at any one time. There are currently four children on roll in this age range. The provision also offers care to children aged three years to under five years. Children come from a wide catchment area. The setting supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The setting employs seven staff. All of the staff hold appropriate early years qualifications. The manager has Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have a wonderful time at the setting and learn as they play with a wide range of activities and resources. They make good progress and their individual needs are met well due to the effective organisation of the setting, skilled interaction of the staff and strong links with parents and agencies. Children's health, safety and well-being are promoted very effectively. Ongoing evaluation and good use of development plans ensures that effective steps are taken to ensure outcomes for children continue to improve.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the risk assessment includes all the required details such as who carried it out and the date for review (Documentation) 10/09/2010
- improve the written complaints procedure to include current details for contacting Ofsted (Documentation). 10/09/2010

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

- develop opportunities for parents to be involved in and contribute to the learning records
- develop opportunities for the two-way sharing of relevant information with other providers in order to promote continuity of care and education.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well as there are robust recruitment procedures for ensuring adults are suitable to work with children. Staff are regularly trained in child protection and there are clear procedures for reporting any possible cases of child abuse or neglect. Staff show a good awareness of the signs and symptoms of abuse. The setting is kept safe and secure at all times and daily safety checks are carried out so that children play free from harm. Staff remain vigilant at all times, particularly when escorting children in the wider outdoor space. In addition, a thorough risk assessment is regularly carried out that ensures all risks are minimised effectively. However, the record of the risk assessment lacks the required detail, as does the written complaints procedure, so both fail to meet the legal welfare requirements but they do not impact directly on the care of the children. All other required documentation is in place and, overall, is appropriately maintained to promote the welfare of the children, keep parents well informed and to ensure the smooth running of the setting.

The setting is extremely well-resourced with high quality, safe and suitable toys that are used effectively to support children's learning and development. The environment is also very stimulating and attractive. It is organised very well to allow children to develop their independence and make their own choices.

The setting forms good working partnerships with outside agencies in order to ensure that each child gets the support they need to help them make progress. However, staff have not yet fully established links with providers who share the care of individual children in order to provide continuity of education and welfare across the settings. The setting works closely with parents to ensure that each child is fully included and their wishes and home backgrounds are respected. Staff obtain helpful and relevant information from new parents to help settle children into the group. There is a daily verbal exchange of information about their child in order to continue to meet individual children's needs. Parents are encouraged to continue their child's learning at home through the use of the 'home link' suggestions. Staff have not yet fully developed the opportunities for parents to be involved in, and contribute to, the formal learning records. Parents indicate that they are extremely happy with the care provided and particularly like the free access to the outdoor area and the variety of sensory activities for the children.

The staff team works very well together and they continually evaluate and review their practices in order to improve and develop the childcare provision and benefit children. They show a commitment and enthusiasm for the ongoing development of the setting. Staff are encouraged to attend further training to

develop their knowledge and skills and bring in new ideas. New and exciting initiatives are introduced such as the recent development of the use of the outdoor area and the introduction of the 'forest school' where children learn to use the outdoors as a fun learning environment.

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

Children eagerly arrive at the setting and soon settle in the welcoming and caring environment. The whole setting is extremely well laid out so that children can freely and safely move around to find activities of their choice. They have easy access to an extremely good range of different resources that are stimulating and fun. Children are soon absorbed in playing on their own or with their friends at activities they like. Staff are very good at ensuring that resources are available that they know interest individual children, particularly those children who are new to the group.

Overall, good systems are in place for observing and assessing children's individual progress towards the early learning goals. Staff are in the process of developing their use of new style learning journeys so that they give a clearer picture of how well each child achieves in every area of learning. Staff plan effectively to meet the needs of individual children using information gained from these ongoing observations of each child. This helps ensure that every child is making good progress. There are good procedures in place for those children needing additional care and support so that all are fully included and their needs met.

Staff build very good relationships with children and this results in their confidence developing extremely well. Children happily approach adults for support and cuddles when needed. They show a readiness to share activities with others and play very well together. They like to share books with adults and friends. Their behaviour is exceptionally good and they respond well to adults. They show very good listening skills and communicate effectively with others. Staff are skilled at using everyday activities and routines to extend children's learning and thinking. They encourage children to think and to try and work things out for themselves so that they develop good levels of independence. They count together at circle times and talk about shapes in the environment. Children also take part in activities that help them learn about the wider world and positive differences. They demonstrate that they enjoy their learning and are developing the skills they need to help them in the future.

Children thoroughly enjoy the wide variety of opportunities to explore using their senses. They love to feel the sand as they let it trickle through their fingers. They show good fine motor control as they use the toy vehicles to move the sand around. Children show developing physical skills and the confidence to take risks in a safely controlled activity as they use their bodies in different ways on the challenge course. They have great fun scrambling up the nets, clambering over the

obstacles and moving along the rope walk. The outdoor space is used exceptionally well as children have access to fresh air and exercise for the majority of the day. This effectively promotes the good health of children along with a very nutritious and balanced diet. Children enjoy an extensive range of freshly cooked healthy meals with plenty of choices for them. Staff use many opportunities to develop children's understanding of good personal hygiene. Children's health is significantly enhanced by the fact that staff have access to the advice and nursing skills of the school matron at all times.

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	1
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	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

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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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