

The Valley Nursery School

Inspection report for early years provision

Unique reference number	103008
Inspection date	09/12/2010
Inspector	Jayne Pascoe

Setting address	Wheelgate House, Trevowah Road, Crantock, NEWQUAY, Cornwall, TR8 5ES
Telephone number	01637 830680
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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

The Valley Nursery School opened in 1988 and operates from its own premises. Children have use of two main play rooms, with integral kitchen and toilet facilities. The nursery serves the local and outlying areas and operates from Monday to Friday all year round. Care is provided from 8am to 6pm. The nursery also offers a holiday club for children aged three to six years.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 32 children on roll who are in the early years age group. Some also attend other early years settings. The nursery supports children with English as an additional language.

There are seven members of staff working with the children, all of whom have relevant teaching or child care qualifications. There are two members of staff who are working towards further qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff demonstrate a good knowledge and understanding of the Early Years Foundation Stage. They have established effective partnerships with the local authority and other early years organisations in order to keep up-to-date. Staff regularly obtain and share good levels of information with parents through a variety of appropriate methods. As a result, they ensure that children's unique needs are identified, respected and met. Staff have implemented effective systems for self-evaluation and are successful in maintaining continuous improvement. Daily attendance registers are not always updated promptly; it is possible that staff may not have an accurate record of who is present.

What steps need to be taken to improve provision further?

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

- improve the effectiveness of the systems with which to record children as they arrive and depart, in order to ensure that an accurate record is maintained in the event of an emergency evacuation procedure taking place.

The effectiveness of leadership and management of the early years provision

The nursery staff are appropriately qualified and experienced. They are committed to continual professional development through attendance at appropriate early years training events. Staff follow good procedures to safeguard the children in their care. They have developed effective written risk assessments, which are used to maintain children's safety and security. These are regularly reviewed and updated as required. The premises have recently been improved through the installation of an additional fire exit and a secure entrance gate. Appropriate safety equipment is used, such as high chairs with restraints, to protect children and support their development. Children are supervised closely at all times and visitors to the setting are monitored. All staff have recently completed safeguarding training and demonstrate confidence in their ability to identify, record and report any child protection concerns, in line with the Local Safeguarding Children Board procedures. Children are increasing their awareness of maintaining their own safety, as they engage in purposeful discussion with adults and practice regular emergency evacuation procedures. Daily attendance registers are used to record the times of arrival and departure of children and staff. However, as these are not always updated promptly it is possible that staff may not have an accurate record of who is present, in the event of an emergency evacuation of the premises taking place.

Staff organise the nursery well to provide a safe, secure and enabling indoor and outdoor environment. As a result, they are developing high levels of independence. Children initiate play with their peers and engage in worthwhile and purposeful adult led activities, which are based upon their individual interests and abilities. They benefit from good opportunities to explore their own cultures and beliefs and respect those of others. For example, they are eagerly anticipating Christmas and they previously celebrated New Zealand day. Positive partnerships have been established with parents, who express their high levels of satisfaction with the standards of care and learning provided. A good range of written policies and procedures, contracts and consents are used to agree and maintain good practice. Regular newsletters, a prominent notice board and good levels of daily verbal information sharing also enhance the practice further. Effective assessment systems, which include written observations, photographs and examples of children's work, are shared regularly with parents, in order to celebrate children's achievements and to identify and agree appropriate 'next steps' for their learning and development. These 'next steps' are successfully linked to future planning, to ensure that good opportunities for individual progress are provided. Staff know children and their families very well and respect their differences. For example, children who speak English as an additional language are able to share their home language with others at the nursery. Staff demonstrate a commitment to providing an inclusive environment where every child matters. The nursery has implemented very effective systems for monitoring and evaluating their practice. Staff have demonstrated professionalism in their ability to successfully address the issues raised at the last inspection. They have a very positive attitude, work well as a team and are committed to driving further improvement in the nursery practice.

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

Children have established strong and trusting relationships with adults and other children. They are happy, settled and demonstrate a sound sense of belonging, as they move confidently into the setting and hang up their coat on their own peg. Children self-select favourite toys from the wide and interesting range, displayed in clearly labelled boxes stored on low open shelving. Photographs of the children and their families are attractively displayed on the walls and are on occasion brought down for children to hold if they are missing their family. Very young children enjoy cuddles with their key person and are able to successfully express themselves through effective use of eye contact, sounds, signing and body language. In return staff are very responsive, providing high levels of support and encouragement. Children are confident to ask for help putting on additional clothing when they feel cold. They are actively engaged in purposeful play at all times. Children are very well behaved, kind and helpful. They show concern for others and follow the good examples set by adults. Children are keen to take responsibility, as they tidy toys away and make suggestions for play. For example, they ask for the play dough and make Christmas cakes with pasta 'candles' and lentil 'dried fruits'.

Adults are skilful in their ability to promote children's development of language and literacy skills. For example, they engage children in plenty of discussion in order to raise their awareness of health and safety. They chat about family life and recent local events. A wide selection of books are freely available to children and are carefully selected to support current topics. Children's written work, pictures, labelling and scribing is prominently and attractively displayed all around the nursery. Older children delight in taking turns to 'read' picture books to their peer group. They select stencils to practice letter formation and copy numerals from those displayed on top of stacking boxes, proudly showing their achievements to staff. Good use of labelling promotes their ability to develop word pattern recognition and word association. Children understand that print carries meaning and older children are keen to communicate through this method. Some of the older children are highly competent in their ability to write recognisable words.

Children are counting down the days to Christmas using a prominently displayed advent calendar. They are encouraged to problem solve as they share fruit at snack time and divide toys between them fairly. Children find specific numbers which are asked for by a member of staff, who is skilfully supporting their learning. They then write the numerals onto their individual wipe board. Children are enjoying this activity greatly and wish to continue in order to extend their skills further. Children of all ages enjoy number songs and older children routinely count and subtract during daily activities. Children build and construct, sort, match and compare. They are using appropriate language such as 'bigger, smaller', 'more than' and 'less than'. Children have free access to an excellent range of technological equipment and programmable toys such as a laptop, keyboard, tape recorder, voice recorders and a microscope. They benefit from regular visitors to the setting and recently they have enjoyed a visit from the fire brigade. Staff

involve the parents whenever possible; in order to take children on regular visits the local beach and woods. There is evidence that in the summer months children have planted sunflowers, nurtured them and monitored their growth. They plan to extend their use of the newly developed outdoor area in order to grow their own fruit and vegetables. Children have collected natural items from outdoors to put on the display table for exploration with magnifying glasses.

Children have been very busy making Christmas decorations using a wide range of interesting materials such as glitter, shiny shapes, printing, collage and play dough. Evidence of their art work is prominently displayed all around the nursery. Children are imaginative in their role play and some are dressed-up in favourite outfits throughout the day. They are also practising their Nativity play for parents. Children greatly enjoy free use of musical instruments to create sounds with their peer group, they maintain this play for a considerable period of time, working together to produce wonderful results. Children move freely and purposefully indoors and have free access to the secure outdoor play area where they can climb, slide, swing and use a range of interesting resources. Children follow good health and hygiene procedures as they wash hands regularly and at appropriate times and they wipe their noses when necessary. They eat healthy and nutritious meals brought from home which are stored and served hygienically and they benefit from a selection of fresh fruit at snack time. Overall, there is evidence that children are making good levels of progress in their learning and development.

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	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	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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