

# Future Scholars Nursery

Inspection report for early years provision

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**Unique reference number**

127341

**Inspection date**

12/11/2010

**Inspector**

Sue Taylor

**Setting address**

Shadoxhurst Village Hall, Hornash Lane, Shadoxhurst,  
Ashford, Kent, TN26 1HW

**Telephone number**

07821 143249

**Email**

**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

Future Scholars Nursery is a committee run group. It was registered in 1997 and operates from Shadoxhurst Village Hall in the main hall. Children have access to an enclosed outdoor play area. It is open term time only, on weekdays apart from Tuesdays, from 9am to 3.30pm. The nursery is registered on the Early Years Register. A maximum of 26 children aged from two years may attend the nursery at any one time. There are currently 20 children in the early years age range, aged from two years on roll.

The nursery is also registered on the Childcare Register although currently has no children in the later years age range on roll.

There are five members of staff, three of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 3. The setting provides funded early education for two, three and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are ably supported and making good progress. Their care needs are met well, with each child valued as an individual by staff who know them well. However, required policies and procedures lack detail and in one instance are not in place, meaning a specific legal requirement has been breached. Partnerships with parents and others are used to help children's continued development. The staff reflect on their practice supporting the continual development of the nursery.

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

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

- ensure that written parental permission requested, at the time of the child's admission to the provision, is clear about the seeking of any necessary emergency medical advice or treatment in the future. 26/11/2010

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

- extend the risk assessment record to cover anything with which a child may come into contact, in particular with regard to the outside areas.
- Improve the recording of observations to show links to the areas of learning
- ensure monitoring systems clearly identify children's starting points and on-going progress towards the early learning goals to enable the noting and

narrowing of any achievement gaps.

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

The security of the nursery is good with children supervised well, keeping them safe. Detailed written policies and procedures, shared with parents, ensure that the nursery practices help keep children protected and well supported. Risk assessments and daily checks show how children are kept safe and secure. However, the risk assessment record does not cover all areas, such as the outdoor area, although there is not impact on the children as their safety is not compromised because of this.. Staff members have a confident knowledge of child protection and of their responsibilities in safeguarding children. A good recruitment process is in place to help ensure the suitability of new staff members, with Criminal Records Bureau checks obtained for all staff. Although most required records and documentation are clear and available, parents are only providing partial written consent for the seeking of any necessary emergency medical advice or treatment in the future. As a result, it is not clear what the staff are able to do in the event of a medical emergency and breaches a specific legal requirement of the Early Years Foundation Stage.

The play space is utilised well and as recommended at the last inspection, regular observations and evaluation by the staff ensure all areas are used well or rearranged to encourage use. Good planning ensures the accessible resources put out each day support the learning needs of the children, provide variety and interest. As a result, children make their own choices about their play, moving safely and freely between different activities. Children enjoy daily use of the outdoor area and make good use of the available play resources. Enabling children to have access to some resources, such as books and puzzles that provide positive images of diversity, helps them embrace differences, gaining an awareness of the wider world.

The staff team work very well together with effective communication in place. As a result, the session runs smoothly with happily occupied children who are keen to learn. The staff support children effectively as they play and their knowledge of children's individual targets and learning needs ensure progress is supported and encouraged with children progressing well. However, with limited records of the monitoring process it is difficult to demonstrate how well possible achievement gaps are identified and met. Termly reports shared with parents' show how individual children are achieving under the six areas of learning. Parents are able to contribute to their child learning records. However as written observations are not regularly noting links to the Early Years Foundation Stage framework it is more difficult for parents to recognise the connections.

Positive relationships develop between the nursery and parents. Questionnaires help ensure their views are respected and valued. For children who may also attend other Early Years Foundation Stage providers, the staff are aware of the need to liaise with these settings and do so effectively, to promote continuity of learning and care. Positive links are in place with other professionals or agencies

involved with individual children.

The staff's awareness of their own strengths, areas for development and current practices are reflected well in the Ofsted self-evaluation form. For example, the use of the 'well-being and involvement' assessments on children as individuals and as a group help staff note any changes or concerns. Plans for future development are achievable and show the nursery has a positive ability for continued improvement.

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

Children are ably supported in their progress towards the early learning goals by staff who know them well. The care and nurturing children receive results in confident and happy children, supporting positive self-esteem. They are a delightful group of young children who are welcoming to visitors and want to involve them in their activities or play. Whether this is playing catch with a ball or looking at the plastic bugs through magnifying boxes. They benefit from the enthusiastic staff plus the range of activities and resources made available daily.

Being able to access the toilets themselves or pour drinks at snack time helps children gain independence skills. They show they are confident to relate to adults and other children, assured that they are safe and secure. The relationship between the children and staff is strength of the nursery. As a result, children are keen and ready to participate in activities. Children have access to resources that encourage their physical development. For example, in the outdoor area they learn to balance as they walk on the large tyre, gaining confidence to do it themselves. Indoors they use scissors safely and access writing materials. Both boys and girls particularly enjoy 'writing' on the white board. Children's communication and language development is supported well. They enjoy singing and sharing books with a staff member. The book area is welcoming although the new book display has large pockets that swamp most of the books, so they are not as inviting to children. This has been noted by the staff who have larger books on order.

The children are keen to investigate and explore. They have great fun as they look for and find plastic bugs in a tray of leaves and then look at them through the magnifying boxes, showing others what they see. This also supports their mathematical development as they talk about different sizes or begin to count the legs. They spend time at the craft table creating models of their own creation that are valued by the staff.

Children know to wash their hands before eating, with paper towels for hand drying to help prevent cross infections. They benefit from having nutritious snacks such as dried and fresh fruit and bring packed lunches from home with the staff encouraging parents to provide healthy contents. However, the positive effect of following good hygienic practices and for children to adopt a healthy lifestyle is lessened as children are without plates, putting food straight onto the table, albeit a clean table.

The staff give children lots of praise and encouragement as well as helping children resolve conflicts and gain self control. Children learn to share, take turns and respect others. For example they show care as they watch a worm in the garden, as a child tells others not to squash it. The support and guidance the individual children receive from the staff team help them develop positive skills for the future.

## 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	3
The effectiveness of safeguarding	3
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

<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	3
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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