

Skylark Nursery School

Inspection report for early years provision

Unique reference number

EY411661

Inspection date

20/01/2011

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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Bickington Nursery School was registered in 2008. The group is privately run and moved to new premises in 2010 and changed its name to Skylark Nursery School. It has sole use of the building during its opening hours. It operates from a self contained building in the grounds of Seale Hayne, near Newton Abbot. There is an enclosed outside play area. The nursery operates from Monday to Friday during school term times only. They operate from 8:30am to 4:00pm. Sessions are flexible and children can attend for the day or part of the day, to suit parent's requests. Children attending for a session can stay over the lunch period and bring a packed lunch. On Mondays and Tuesdays, Forest School sessions take place at Stover Country Park, these operate from 9:30am to 1:30pm and on a Friday children attend a Forest School at Heatree Activities Centre.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 16 children may attend the nursery at any one time from two years until the age of eight years. There are currently 36 children on roll, some in part-time places. Of these 23 children are in receipt of early years funding. The provider, who leads all the sessions, holds a Montessori Certificate in Early Years Education and is supported by three staff, who have a range of qualifications and experience.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children have a broad range of play opportunities to support their learning and development. However, not all the specific legal requirements are being met to ensure children are securely safeguarded. Systems are not robust enough to provide evidence that staff are suitable to work with children or proof of the required qualifications including valid first aid certificates. Parental consents are not in place for all children to seek medical advice or treatment in an emergency. Parents are kept well informed on a daily basis of how their child has been and there are good procedures in place for settling new children to the setting. However, children's Learning Journals were not available to measure the progress they are making. The setting has yet to undertake their own self-evaluation to identify their own strengths and weaknesses and their areas for their own development.

What steps need to be taken to improve provision further?

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

- ensure written consent is in place from parents and available for all children to seek medical advice or

10/02/2011

- treatment in an emergency (Safeguarding and promoting children's welfare)
- provide evidence that staff are qualified, and have valid first aid certificates and are suitably checked (Suitable people) 10/02/2011
- ensure all records are easily accessible and available for inspection (Safeguarding and promoting children's welfare) 10/02/2011

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

- develop systems of self-evaluation to identify the setting's strengths and priorities for development

The effectiveness of leadership and management of the early years provision

The staff at the nursery are very welcoming and clear of their roles and responsibilities and supervise children appropriately. However, the systems in place are not robust enough to ensure all the required documentation is in place and available for inspection to ensure children are securely safeguarded and to meet the specific legal requirements of the Early years Foundation Stage framework. Parental consent is not in place for some children at the setting to seek medical advice or treatment in an emergency as overall children's records are stored at home. This has an impact to ensure that systems are fully in place to support all children in an emergency. The staff records were not available for inspection to confirm that the staff have had appropriate checks to ensure they are suitable to work with children or that they have the required qualifications including valid first aid certificates as staff files are also stored at home. The setting has yet to reflect their own practice through their own self-evaluation to identify their strengths and weaknesses. The staff are clear of what to do in the event of a child protection concern. Daily checks are completed for the premises and the outside areas used to ensure there are no potential hazards for children as they play and they are supervised well at all times whilst being able to be independent.

Partnership with parents is good; there is a good exchange of information at the beginning and the end of the session to ensure parents are well informed of how their child has been. They are made very welcome and encouraged to stay with their child until they have settled. Parents gave very positive feedback during the inspection of how their children are happy and making progress. However, children's observations and assessment records were not available to measure the progress they are making and their achievements as these are also stored at home. The parents have regular up-dates and reports and are encouraged to write comments on the report. Children have their Learning Journal when they leave the nursery. Parents have an informative staff handbook that includes the settings policies. There are secure links with other settings that children attend and good links with outside agencies to provide support to meet children's individual needs such as speech therapy.

Children have use of extremely well set up rooms giving them a broad range of play opportunities and very good range of toys and resources to choose from to support their individual interests and to raise their awareness of the wider world and diversity. The setting provides a fully inclusive provision for all children and is very flexible with the hours children attend to suit parents requests.

Children have a self registration board on arrival as well as an attendance register taken. Visitors to the setting are recorded and systems are in place for recording any accidents or incidents to the children. However, there is insufficient documentation available to fully ensure children are securely safeguarded and can receive the required car in an emergency. The lack of the required documentation available for inspection impacted on the outcome of inspection.

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

Children are extremely happy and settled and enjoy meeting their peers on arrival. They have a wide range of activities provided and access to Forest School's three times a week. The weekly programme includes music sessions and the opportunity for children to explore the Mandarin language. They have a good balance of adult-led and child-led activities as well as free play and access to a secure outside play area. They have daily walks and activities around the grounds of the setting giving them opportunities to develop a healthy lifestyle and have fresh air and physical play daily. They exercise their large muscles. For example, rolling tyres, using the climbing frame and riding wheeled toys. At the Forest School's they use equipment that is new to them to make items and activities such as drawing charcoal pictures. Their work is displayed throughout the nursery enabling parents to see what they have been doing.

Children are learning good skills for the future they are kind and thoughtful to each other and value the toys and resources. They carefully select Montessori equipment and put it away carefully when they have finished using it in readiness for the next child. They handle china plates and cups carefully at snack time. They are learning how to keep themselves safe, through the activities offered at the Forest School's and learn road safety when walking in the grounds. They hold on to a rope used as a train as they walk around the estate. They have healthy snacks provided which they help to prepare such as peeling and cutting the pieces of fruit counting how many pieces they are placing on the plate. Healthy eating is promoted very well with the children through daily discussion at meal times and with the parents through a policy to ensure that children are sent with a healthy packed lunch.

Children listen well to instructions and are very well behaved. They are familiar with the routine and are extremely confident to talk to visitors and show what they have been doing. New children to the setting settle very quickly and are very well supported by their peers who ensure they quickly become familiar with the routine. They are encouraged to listen to each other as they express their ideas during

group activities. Such as a child sitting with a group of children on the large wooden turtle on the estate saying 'we are off to Africa how long will it take us'. They enjoy playing hide and seek as they play in the grounds counting to three and then eagerly looking for each other. They eagerly look for the animals on the estate as they walk through the grounds and in the surrounding fields. They learn about the changing seasons and comment on the ice melting on the table when they go out to play. Children enjoy stories and will select books for staff to read to them. They are keen to join in action songs before lunch and will ask for their favorite songs. They have a range of craft activities and are able to use the well set art room independently. They are encouraged to use their own ideas and access various resources to cut and make designs and pictures. They comment on what each other is doing giving each other ideas and concentrate well at their chosen task and take a pride in what they are doing. They have an extremely good range of toys and resources to select which include natural materials. They have Mandarin sessions and concentrate as they start to learn colours and letters of the language and how to write them. Their language and phonics are promoted very well and they use a self registration system on arrival and for snack time. They learn problem solving playing games and using scales with marbles.

Children are learning new skills for the future and clearly enjoy being at the setting. However, their observations and assessments were not available to see the progress they are making. The staff clearly know the children very well and their individual interests are supported. The rooms are extremely well set up to provide a very enabling environment to support children to learn. The children have many opportunities to learn about their local community and the wider world through planned activities and the very good range of resources of toys to raise their awareness of different countries and cultures.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	4
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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for safeguarding children) 10/02/2011