

Langstone Community Nursery

Inspection report for early years provision

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17/01/2011

Inspector

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Setting address

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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

Langstone Community Nursery registered in 2005 and is situated within Langstone Infants School, in a residential area of Portsmouth in Hampshire. Children attend from the local and surrounding areas. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children in the early years age group may attend. The nursery accepts children from the age of two years and nine months to the end of the early years age range. The nursery offers sessional day care from 9am to 3pm; there are split morning and afternoon sessions, from Monday to Friday during term time only. Children use one main area with toilet facilities and have access to a secure, enclosed outdoor play area. There are currently 75 children on roll, who are all in the early years age group. The nursery provides funded educational places for children aged three and four years old. It also offers support for children with special educational needs and/or disabilities; there is also support for children learning English as an additional language. The nursery employs eight members of staff, seven of whom hold qualifications in childcare and education. Two staff members have gained a level four National Vocational Qualification. The nursery has well-established links with the local early years network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery is highly effective in meeting the individual needs of children in the early years age range. All staff show an excellent knowledge and awareness of children's capabilities and there is very proactive team work to promote and stimulate children's learning through play. The setting has excellent partnerships with parents and generally well-established partnerships with other providers of the Early Years Foundation Stage framework. The nursery maintains continuous improvement through rigorous self-evaluation.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending and developing systems to share children's learning records with all partners involved with individual children to promote their learning, development and welfare.

The effectiveness of leadership and management of the early years provision

There are excellent systems in place to ensure that children's safety and security within the premises is consistently maintained at all times. All staff show a very clear understanding of the regulations for ensuring children's safety and these are

well embedded across all areas of the provision. There are regular safeguarding training up-dates for all staff and information for parents is effectively provided through the written policies and procedures. There are comprehensive and robust systems for ensuring that staff are suitable. The nursery has clear records of risk assessment for all indoor and outdoor areas and outings. to ensure that children are safe both on and off the premises. Regular fire drills ensure that children can be evacuated quickly and safely in the event of an emergency.

Leaders are exceptionally successful in inspiring the staff team and they work very well together. All staff show high aspirations for maintaining quality. The children's well-being is significantly enhanced by the continuity of staff and thorough organisation of the daily routines and activities. High standards are embedded across the provision. Exceptionally well-targeted plans show that children's learning is precisely managed throughout their time at the nursery, although not all learning and progress is fully shared when children attend other provisions. The nursery is successfully taking steps to narrow the achievement gaps in children's learning. Staff regularly include opportunities for children to understand differences and diversity is reflected throughout the play provision and the daily routines.

The nursery is very well resourced. Staff provide a wide range of learning opportunities and are skilled at including narratives to enthuse children and involve and extend their understanding. Staff make excellent use of the outdoor area to extend children's learning. All staff have a positive attitude towards maintaining improvement across all areas of the provision.

The nursery has a highly positive relationship with all groups of parents and carers. There is a highly effective induction procedure for all new children and parents, which includes a home visit and parents are invited to become involved through the committee, they are invited to join the parent helper rota, or take part in outings for example. There are highly effective systems of communication in place through regular meetings with key workers and via daily diaries. The nursery also has several different puppet characters that go home with children to share their experiences and this is related back to nursery, firmly establishing links and promoting a sense of belonging.

The nursery has well established links and very good partnerships are in place with the infant school on site; indoor and outdoor areas of the school are available for children at times and this increases their familiarity with the premises. Close liaison is maintained, especially for the transfer of children to school; shared information helps to promote the level of children's individual learning and progress. The nursery also has close links with other local agencies.

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

Children have very positive experiences from the moment they arrive. They learn to self-register and to follow the routines for managing their own personal belongings. Sign language is incorporated throughout to ensure all children are included. The nursery uses a very good range of resources to provide children with

an understanding of differences and diversity. For example, staff use puppets effectively to build links with home and to promote positive images of different cultures. Children are constantly encouraged to have a sense of belonging and this increases their positive self esteem.

Children are reminded about the 'time line' of pictures which help them to know what happens next. Staff turn the pictures around when different routines have taken place; this encourages children to recognise the passing of time. Older children link this with the nursery clock, fully understanding how the hands move in a clockwise direction. Children develop their numeracy and problem solving skills as they count and identify if there are more boys or more girls.

Children's communication skills are exceptionally good as a result of having excellent opportunities to learn about letter sounds and pronunciation. Staff instinctively emphasise the beginning sounds of words and as a result children recognise and sound the letter. Children listen to stories which include rhyming words also and are encouraged to repeat words that sound the same. Children talk about the weather and describe the rain, they learn to use actions and make pitter-patter rain sounds with their hands and thunder sounds with their feet. There are daily warm-up sessions to music and all children and staff take part, they move their bodies and follow the rhythm of the music. Children physically see and recognise the difference between different shapes such as milk cartons, square shoe boxes and rectangle ones. They measure feet and sort socks, by matching stripes, identifying colours and patterns. Children are encouraged to increase their vocabulary throughout their play. Children use the mathematical equipment freely, they position the different sections to fit in a shape and they recognise how many pieces are required to fill a space.

Children play outside in all weathers and know to dress appropriately. They have fun siphoning the puddles and measuring the liquid they have collected to see which is the biggest puddle, developing their problem solving skills. The outdoor area is well-equipped with ample choice and opportunity for all learning to take place outside. Children grow vegetables and flowers, learning about the natural world. They develop excellent physical skills as they take part in sports on the school ground and use the sloping grass area to slide and have fun in the snow.

Children help to prepare the fruit for snack time; they wear aprons and caps and learn about hygiene and routines of hand washing. This reinforces their understanding of adopting healthy lifestyles. They are developing independence when managing their own personal care. Children freely help themselves to water from the dispenser in the nursery. They all eat together at lunch time developing their social skills as they chat together. Children have a clear awareness of how the sun can burn and recount what happened on their holidays when they needed to use sun cream. Children show a strong sense of security and feel safe within the setting. They are very able to recognise the nursery rules about safety. They learn not to run indoors because there is little space and many corners on the furniture. Children respond well to staff. For example, they listen and respond to requests to be kind to wildlife and not treading on snails or small creatures.

Children use the computer and show developing skills of mouse control and

understanding technology. Children have very frequent opportunities to increase their confidence such as by singing in front of others. Children are becoming aware of the wider world, through learning about the earth, space and the universe.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

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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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