

Greatstone School Nursery

Inspection report for early years provision

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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*.

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Description of the setting

Greatstone School Nursery has been registered since 2007. It is managed by the governors of school. Links with the school have been established. The nursery operates from a single storey building in the grounds of Greatstone Primary School in Greatstone, on the Romney Marsh. Children have access to a secure enclosed outdoor play area. It is open Monday to Friday from 9am to 3pm during term time. The group serves the local area and surrounding area.

The nursery is registered on the Early Years Register. A maximum of 52 children may attend at any one time. There are currently 65 children aged from two to four years on roll, some in part-time places. The nursery provides funded early education for three and four year olds. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

In addition to the coordinator, administrator and lunchtime help, the nursery employs eight members of staff. The manager has achieved Early Years Professional Status, one has Qualified Teacher Status and the other six staff hold appropriate early years qualifications to level two and three. The group receives support from the Local Authority Early Years advisory teacher and teaching staff at the school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children, whatever their level of ability, are making good progress in the Early Years Foundation Stage. Staff work hard to ensure the nursery is fully inclusive and safeguarding is high on their agenda. The manager has a good commitment to working in partnership with other providers and is establishing links. There is a clear understanding from the management regarding future targets. The rigorous action plans in place help staff to continuously improve the outcomes for children. Outstanding partnerships with parents, very good communication and a professional approach ensure the setting meets children's individual needs.

What steps need to be taken to improve provision further?

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

- develop the assessment system to show more clearly the next steps in children's learning
- consider how to improve the sharing of written information between other settings involved in the care of the children.

The effectiveness of leadership and management of the early years provision

Staff have an excellent knowledge and awareness of safeguarding issues. The team has a strong commitment to children's safety and the promotion of their welfare. All adults are experienced and suitable to work with children because of the rigorous recruitment and vetting procedures which are in place. Staff carry out thorough daily risk assessments, meet each morning to discuss any issues and work as a team to ensure the environment, both inside and out, is safe for children. Consequently, children play happily in an environment which is child friendly, vibrant and very conducive to their learning. There are well established links with speech therapists, health workers and the school on the same site. The manager is forging good links with other providers which benefits children who also attend other settings. However, although the verbal communication is clear there is limited sharing of written information, for example contact books.

Excellent relationships exist between parents/carers and the staff. Parents are very happy with the nursery and make highly positive comments when asked for feedback. They particularly comment on the friendliness, approachability and that they can discuss any issues with the staff. Parents are provided with very good quality information about the nursery. When children first start information is gained from parents using the 'all about me' section of their development folders. This gives key persons vital information about children's abilities and starting points. There are very good systems for the ongoing sharing of information. These include a website, newsletters, notice boards, displays and home/nursery contact books. Staff seek the views of parents through excellent verbal communication, questionnaires and parents meetings. These measures help parents to play an active part in their children's learning and development.

The manager and her senior staff work very well as a team. They enjoy the support of an administrator who deals with the administrative side of running the nursery. This is beneficial to the manager, allowing her considerable time to work with the children and the staff. Staff have a mix of qualifications and expertise. They are very committed to their self-development and keen to attend more training to further update their existing skills. Staff identify training needs individually and collectively, they use peer observations and reflective practice helping them to identify areas for improvement. Previous recommendations have been addressed well and extended. The management have clear aims and vision for the future and use self-evaluation effectively to plan their priorities for the future.

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

Children enjoy well-planned, purposeful play which encourages their learning. This is due to staff's very good knowledge of their capabilities and individual needs. As a result children are progressing well towards the early learning goals in relation to

their starting points. A good range of interesting and age appropriate activities are provided by staff who plan these according to children's ideas and interests. They also plan from the observations they make of the children during play. These observational notes are later transferred into children's learning journals. However some of the longer observations are limited and the assessments do not always clearly indicate the next steps planned for children. The learning journals have samples of work and many photographs to back up the observations. Both parents and children enjoy looking at them. This helps parents to be involved in their children's development and progress.

Children have very good relationships with staff and their key person. They demonstrate a high sense of security. This is due to the very good staffing ratios which provide a lot of individual attention and has a positive impact on the care of the children. Staff are aware that some children may have additional needs. When this is the case they quickly identify systems to help. For example, by using puppets and Maketon signing during some activities which helps all children, including those with speech delay, to communicate and feel included. Nursery rules help children understand about sharing, staying safe and looking after their environment. The atmosphere is one of calm, children are engrossed in their play, they cooperate very well during play and demonstrate a genuine care for the needs of others. Consequently children's behaviour is extremely good.

Children display high levels of independence and move about freely choosing where they play. There is a good range of high quality toys and equipment available, many of which promote equality and diversity. The baskets, trays and areas are labelled to help children identify the written word. When children arrive they self-register by finding their photographic name card. Children love stories and looking at books and there are good supplies of mark-making equipment around the nursery. Self-selection is very much encouraged and children make decisions about what they do. A free-flow system allows children to choose when they go in the garden. They enjoy being in the fresh air, running, climbing and riding around. Some play with balls and hoops. A group of children on the balancing blocks negotiate which way to go along these so they can all join in. There are regular daily opportunities for children to be active indoors, in the garden and on outings in the community.

Children's creativity is developing well through role play, dressing up and joining in action songs. They have great fun doing the 'hokey kokey' and other games where they pretend to be different animals. A good range of art and craft supplies helps children use their imaginations. They use sand, water, paint, and shaving foam. A group of children using clay say it is hard to roll and discuss what happens when it dries. There are a good amount of resources to help children's numeracy and counting. While playing with the water children work out how to make the water wheel move, when playing with the garage they find cars which are small enough to run down the slope. Two children with magnifying glasses exclaim that everything looks bigger. Other activities which develop skills for the future and communication technology is the computer which links to a large screen enabling several children to use it together. They have a lovely time drawing, using the controls and the interactive pen well. Children also sometimes take photographs using the digital camera.

Children are learning the importance of good hygiene practices. They know why they wash their hands and use tissues for their noses. Staff take positive steps to promote children's health and well-being. Children enjoy nutritious snacks, choosing when they eat. They help themselves to fresh fruit, discussing which they like best; they pour themselves a drink of milk and like to help clear up when finished. At lunchtime some children have a cooked dinner which is prepared in the school kitchens. There is a member of staff who takes responsibility for catering duties. Other children bring a packed lunch, which is stored suitably until lunchtime. All children sit together and this is a social time. They use the cutlery well, they chat quietly while they eat and display good manners. Drinking water is always available with older children helping themselves. Children understand where food comes from. They have grown fruit and vegetables in the school's allotment area and in the polytunnel. Children are also learning about recycling, composting and sustainability.

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

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|------------------------------------------------------------------------------------------------------|---|
| 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 | 1 |
| 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 | 1 |

The quality of the provision in the Early Years Foundation Stage

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|------------------------------------------------------------------|---|
| 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

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| 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 | 1 |
| The extent to which children adopt healthy lifestyles | 2 |
| 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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