

# Preston Nursery School

Inspection report for early years provision

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**Unique reference number** 146756  
**Inspection date** 08/02/2011  
**Inspector** Alison Reeves

**Setting address** Preston Village Hall, School Lane, PRESTON, Hertfordshire,  
SG4 7UE

**Telephone number** 01462 438985

**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**

Preston Nursery School registered in 1988. It operates from Preston Village Hall in Preston, Hertfordshire. Children have access to an outdoor area. They are open Monday to Thursday from 9am to 12 noon and from 12 noon to 3pm, with a lunch club offered between 12 noon and 1pm during term time.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 22 children may attend the setting at any one time. There are currently 32 children aged from two years six months to rising five years on roll, attending various sessions. The setting supports children with special educational needs and/or disabilities and welcomes children with English as an additional language.

There are five members of staff working with the children, including the owner/manager. Most members of staff have relevant Early Years qualifications. One member of staff has Early Years Professional Status.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children in the Early Years Foundation Stage thrive in this exceptional setting. They are very well supported and benefit from a team of highly dedicated and enthusiastic staff who have an excellent understanding of each child's individual needs. Children are highly valued and play a vital role in shaping the provision of activities. This ensures they are making very good progress towards the early learning goals appropriate to their age, ability and starting points. Policies and procedures are implemented extremely well to promote children's welfare and safety. Relationships with other providers are very well established and those with parents are strong, promoting very effective partnership working. Self-evaluation is embedded and demonstrates abundantly the commitment to further developing practice to promote increasingly improved outcomes for all children.

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

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

- develop systems to enable parents to contribute to children's achievement records.

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

Children are safeguarded and very well protected in the setting as staff have an excellent understanding of child protection issues. Detailed policies and procedures

covering all aspects of safeguarding are clearly understood and implemented consistently and very successfully. This means that children's safety and well-being are secured.

Staff make effective use of up-to-date risk assessments to support them in ensuring all areas used by children are safe. For example, by clearly defining steps and door edges to ensure they are visible to all users. This means that children and their families are able to move safely and freely around the building.

Staff have an outstanding level of knowledgeable in relation to the Early Years Foundation Stage and use it brilliantly to support children in their learning. They have attended an extensive range of workshops and courses to ensure their knowledge remains up-to-date and that they have the skills and expertise to support children's learning. The environment is incredibly well organised and accessible to the children. For example, a wide variety of stimulating and interesting activities are made available at each session, meaning that all children are able to thrive and make very good progress in their development.

The setting is dedicated to self-evaluation using effective strategies to identify strengths and areas for development. As a result, clear action plans, drawn up by the staff team, detail the priorities for improvement and the way forward. Consequently, a shared vision of ambitious and highly appropriate targets are set and consistently met, bringing about sustained improvements.

The staff team forms close working relationships with parents and carers. During visits, as part of settling children, they obtain useful information about each child, such as, special interests, key people in their lives, special words children use and their developmental starting points on entry. This means staff can plan meticulously to support individual children in settling at the setting and their specific needs are effectively met. Staff regularly share important information about children's progress and value contributions from parents about children's achievements outside the setting. This means that parents are involved in their child's learning and each child is very well supported in making very good progress towards the early learning goals. Effective relationships with other settings and professionals involved with the children are well established. This contributes positively in supporting children's welfare and learning and their transition to new settings.

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

Children show their strong sense of security as they interact with staff. Their consistently good behaviour demonstrates their understanding of what is expected of them. They fully understand that their careful movements, kindness and sharing help to keep themselves and others safe. Children are responsible and show maturity as they undertake tasks, such as, tidying away resources they have finished with in a competent and sensible fashion. Children are eager to help and communicate this well.

Children show a good awareness of healthy lifestyles. Many extol the virtues of eating fruit and drinking water. Staff promote effective hygiene routines to minimise the spread of infection and cross-contamination through appropriate hand washing and many children enjoy reminding their peers of this before sitting to eat their snack. Children are physically active and very good use is made of the exciting outdoor areas. Regular walks around the village provide opportunities for extended physical exercise while they observe the beautiful surroundings.

Children are making rapid progress in their learning and development. They are enthusiastic and show excellent levels of concentration. Children are effective communicators and use language well to express their thoughts, ideas and feelings. The oldest children are using their acquired knowledge of letters and sounds as they begin to read simple books. Children show an excellent level of mathematical knowledge as they use numbers in their play, organising resources according to categories. Those investigating the magic boxes look carefully to see how the wooden pieces slot together and which can be pulled out to release lids and reveal hidden chambers. Children use the computer mouse with skill and readily explain the programs they are using. Excellent use is made of the outdoor environment. Children are able to explore and interact with the natural world and are highly imaginative in the games they play. Children express themselves through music and participate very well in the captivating music sessions. Staff frequently observe children and use what they see to set next steps for children. These assessments are used very effectively to plan future sessions that continue to address the needs of individuals and inspire and interest the group as a whole. Consequently, children are making very good progress towards the early learning goals in all six areas of learning.

Children's behaviour is exemplary in the setting as staff give clear explanations, set appropriate boundaries and provide support for every child. Children are confident and self assured, showing respect for themselves and others. They learn about other cultures and beliefs as they celebrate festivals, use displayed materials and resources to investigate other countries and participate in group activities, such as the French classes. They are active within the local community, visiting places of interest and inviting visitors into the setting to share their experiences. Inclusion is given high priority and, as a result, children can participate fully in the life of the setting.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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	1
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	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met