

The Willows Nursery School

Inspection report for early years provision

Unique reference number

151115

Inspection date

14/02/2011

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.

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

The Willows Nursery School registered in 2001. It operates from the sports pavilion located within the recreational grounds of the village of Liphook in Hampshire. It is privately owned by three equal partners, who are also involved in the day-to-day management of the nursery. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register, to care for a maximum of 26 children, from two years old to the end of the early years age group. Children attend for full day care or sessional care; lunch is provided by parents. Full day care is from 9am to 3.30pm, Monday to Thursday; Friday hours of opening are from 9am to 12.30. Children attend for a variety of days or sessions and the group serves the local community and surrounding areas.

There are currently 39 children attending in the early years age group. The nursery provides funding for early years education for three and four-year-old children. Staff support children with special educational needs/or disabilities and also supports children who speak English as an additional language.

The nursery school employs one member of staff to work with the children alongside the three partners. The staff team all hold National Vocational Qualifications in childcare and education, from level 2 to level 4.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery school is well established and maintains strong continuity of staff, who work effectively together and continue to make sound improvements. The providers use self-evaluation comprehensively to show how progress has developed and to outline future plans. Ongoing safety is well maintained but regulations are not fully met. There are very thorough partnerships in place with parents and in the community, this involvement promotes individual children's progress and drives improvements throughout the nursery provision.

What steps need to be taken to improve provision further?

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

- maintain a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 14/03/2011

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

- include in the risk assessment anything with which a child may come into contact, such as the use of climbing apparatus and wheeled toys.

The effectiveness of leadership and management of the early years provision

The nursery providers maintain a high level of team work. The organisation and planning in place shows that there is a clear commitment to meeting most regulations to maintain children's welfare. There are established policies and procedures which are regularly reviewed and clearly defined systems for protecting children and referring any concerns. The nursery has evidence in place to show that all staff are checked thoroughly and induction procedures and staff appraisals are fully completed. The providers show a consistent approach to maintaining staff ratios at all times. They are also very aware of the regulations for recording complaints and for suitably responding to the requirements by maintaining confidentiality. Children's safety is sufficiently managed overall, although there are small risks during activities which have not been identified or avoided through detailed assessment in advance. For example, children enthusiastically climb on the indoor arched frame without their shoes and they are hampered and can easily slip. There are also times when many children are manoeuvring wheeled toys in the small space outdoors at the same time, creating risks and frustration for children. The nursery does have a record of risk assessment in place but these types of hazards are not identified or included to show how they will be managed safely for children and this is a regulatory requirement.

The premises are fully secure and all visitors are recorded. Fire procedures are displayed and children learn how to follow the fire drill to increase their awareness and understanding. There are clear systems for recording all accidents and well planned and prompted routines for administering any medication. Parents provide permission to meet all areas of the requirements and this ensures children's safety and promotes their welfare.

The nursery has made strong improvements in many areas since the last inspection and this has extended the provision for children. They have developed the secure, all-weather surface outdoor play area, following parental ideas for increasing opportunities for children. Providers have also varied the times of attendance to provide flexibility and meet individual needs. There are now effective systems for staff to self appraise their performance and to plan any training. The providers have completed a detailed and comprehensive self-evaluation of the provision, although this has not identified the weaknesses in the risk assessment process.

The setting is very well organised and provides planned areas within the room and outside for variety, stimulation and interest for children. Children enter eagerly and begin to interact with each other from the start, developing role play and negotiating their imaginary roles. Children move freely for the majority of the time, making decisions about play resources and following their interest.

The nursery has well-planned systems for ensuring that individual information about children is recorded from the start and this enables staff to settle children, to learn about their levels of development and to plan their next steps in learning. Records show that this is consistently included and managed through recorded observations and planned activities, which are included to link with children's interests. Staff are aware of promoting and encouraging a positive attitude to differences and they learn words in other languages and use pictorial clues to help any children with English as an additional language. They borrow books to promote children's understanding of inclusion and have made changes to the layout of the setting to enable children with partial sight to fully participate in activities.

Partnership with parents is valued and nurtured. Parents show delight in the nursery and they are very happy with their children's progress, the activities and staff dedication. They enter the setting regularly at delivery and collection times and because this is staggered it is easier to manage and parents can talk to staff. Parents also visit and often read to children, they are well informed because of the wide range of information available through newsletters and posters. They have regular reports on their children's progress and agree with staff when planning children's next steps in development. Providers include questionnaires for parents and this information is used to change routines or plan improvements. The nursery also has close links in the community, through organised visits to the local school, where most children transfer. Staff and children regularly visit the 'life bus' which comes to the village to encourage all children to learn about their own health and fitness. Staff show they are keen to share information with other providers and they continue to liaise with the wider early years network.

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

Children show high levels of increasing confidence from the moment they arrive. They know the nursery routines and understand what happens next, they are clearly becoming independent and show consistent levels of capability and understanding. Children are happy and settled, they interact continually with each other and they are developing sound relationships. They put on hats and goggles and talk about using the tools at the work bench; they hammer and turn the screws. Children understand and can demonstrate how the plane works on the surface of the tool bench. Children are very active and they are keen to clamber on the climbing arch, they balance well despite the risks of wearing socks and tights, some children recognise that bare feet will enable them to manage more easily. Children talk about their plans to travel to another country; they confidently say they will come back to see their friends. Children are keen to play with trains on the floor and staff help to connect the wooden train track and children link the trains and push them around. They sit together with staff to make train tickets and show developing skills of forming letters and words, they talk about replicating the real train tickets that staff show them. Children have opportunities for handling materials and feeling different mediums, this encourages their movements, their ability to manage tools and creates enjoyment. They use funnels and shovels in

the trough of coloured rice, they bury items and talk about how much rice will fill the containers. They dig outside in the compost with purpose and strength. Children use stencils, they draw and colour, they produce lines of emergent writing and proudly show staff.

Children follow regular daily routines which encourage them to recognise their own written names, they register when they arrive and find their names on the coat pegs; they also transfer their name cards to a basket at snack time. This promotes their independence in choosing when to have snacks, pouring their own milk and helping themselves to fruit or raisins. Children carry out hand washing promptly, they also learn to manage their own personal care independently and staff remind the younger children. There is a water cooler for children to use at any time.

Children fully enjoy their short group times, they come together for registration and take turns to lead the questions about the day the date and the month of the year. Children ask these questions in any order and others are encouraged to listen to enable them to think and respond. Staff praise children frequently and encourage their participation. There are also group times for practicing sounds and letters to music, children sing the letter sounds and staff show them how to make letter shapes in the air. Children are reminded of the letters they have learned and they encouraged to repeat new letter sounds, learning how to use their tongue and lips to form the sound. Children are learning to recognise and name number symbols through holding number cards and responding to staff as they call out in sequence. Counting is frequently included during play to increase children's understanding of quantity. They practise making shapes and identify these, children are learning to solve problems through constructing and designing themselves.

Children are enthusiastic for outdoor play; they help each other to put on coats and to do them up. They learn to recognise the difference between left and right feet when putting on their shoes. Children show excitement for riding on the wheeled toys and digging in the compost and the gravel. They anticipate the movement of the balls as they roll them down the guttering, they try to throw balls and aim for the low basketball nets. Children settle for quieter play when they return indoors, there are ample books and children are engrossed in story telling time with staff even though they know the story well.

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?	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	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
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

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Outcomes for children in the Early Years Foundation Stage

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	2
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:

Met

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

Met