

# Catherington Village Hall

Inspection report for early years provision

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**Unique reference number**

EY342605

**Inspection date**

11/02/2011

**Inspector**

Marilyn Joy

**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*.

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## Description of the setting

The Catherington Nursery is privately owned and opened in 2006. It operates from the village hall in the village of Catherington, Hampshire. There are steps down to a secure outdoor area at the rear of the building.

The nursery is registered on the Early Years Register and a maximum of 26 children from two years may attend at any one time. There are currently 37 children on roll. The nursery receives funding for the provision of free early education to children aged three and four years. The nursery is open each weekday during term time from 9am until 3pm on Monday, Tuesday and Friday, and 9am until 12 noon on Wednesday and Thursday. Children come from a wide geographical area. The nursery supports children with special educational needs and/or disabilities.

There are nine members of staff who work with the children and, of these, eight hold appropriate early years qualifications. There is one member of staff who is working towards a relevant qualification and another who is extending their qualifications. The setting receives support from the Pre-School Learning Alliance and an advisory teacher from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish in the welcoming and well-resourced environment where their health and welfare are effectively supported. They benefit from the dedication and commitment of an effective team of staff who knows them well and ensures their welfare needs are met. Overall, a strong emphasis is given to keeping children safe and helping them to develop and practise the skills they need in most areas. Excellent partnerships with parents provide secure foundations from which children develop high levels of confidence and achieve well. Thorough monitoring and evaluation processes in most areas of the nursery and children's learning enable the pre-school to maintain good standards and sustain continuous improvement.

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

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

- develop further the arrangements for identifying children's next steps in all areas of learning and incorporate them into the planning alongside tracking their progression against the expectations of the early learning goals
- increase the frequency of evacuation drills so that all staff and children have the opportunity to experience them on a regular basis.

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

Children's welfare is safeguarded because comprehensive policies and procedures underpin the smooth operation of the pre-school and are reflected in daily practice. Clear management responsibilities are established which ensure child protection concerns are handled appropriately. Comprehensive risk assessments help staff to maintain the safety and security of the environment and keep children safe. Staff are fully aware of emergency procedures and how to evacuate the premises, although the frequency of practices does mean that it takes some time for all children to experience the fire drill. Robust recruitment and employment procedures ensure staff are suitably qualified and experienced for their role. Well-organised documentation meets regulatory requirements and ensures staff have all the information they need to help them meet children's individual needs. All children are valued and they benefit from the positive and welcoming atmosphere that the nursery provides.

An exciting and well-resourced environment is offered which supports children's learning in all areas. Children clearly profit from the overall range and accessibility of resources, the high ratio of adults to children and their effective deployment of staff. Management and staff have high expectations for the nursery and work hard to improve their practice. The recommendation raised at the last inspection has been fully met and, as a result, safeguarding policies and procedures are up-to-date. Rigorous self-evaluation processes enable the nursery to identify most areas for further development, implement successful steps to address them and, as a result, improve outcomes for children. For example, innovative improvements have been made to the outdoor area to make it an exciting environment which promotes children's development in all areas. Changes have been made to the systems for planning and assessing children's learning, however, written records do not clearly reflect their achievements or track their progression towards the early learning goals. A strong emphasis is given to the professional development of staff which helps ensure the nursery keeps up-to-date and continually raises the skills of the staff team.

Highly successful relationships are developed with parents. Extremely effective channels of verbal and written communications ensure parents are very well-informed about the service provided, the care their children receive and the progress they make. Parents views and suggestions are sought and responded to which enables the nursery to improve its practice. For example, more photos have been introduced into children's learning journeys to illuminate the activities they are involved in and a home-link diary prepared so that parents can communicate in writing, as well as verbally. Parents comment on how confident they are with the care their children receive, how settled and happy their children are and the approachability of staff and management. Effective arrangements are established with other agencies to ensure that children with special educational needs and/or disabilities receive the support they need and can participate fully in the life of the nursery. Ongoing arrangements are established with most settings children currently attend and links are forged with local schools to facilitate a smooth

transition from one setting to another.

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

Children show an extremely strong sense of security and belonging within the setting. They are highly motivated, interested and engaged in a wide variety of activities that support their learning well in all areas of their development. Most arrive extremely confidently and quickly settle to activities of their choosing. Support is often unnecessary because children are extremely familiar with the routines and know how to organise themselves. Where support is necessary staff are ready to help children to separate from their parent or carer and choose something to play. A visual timeline is used when necessary to help children become familiar with routines and what happens next. This is particularly helpful in creating an inclusive environment for all. Many children are enticed by the selection of large sponge blocks. They work collaboratively together to build towers together and then some stand on blocks to make themselves taller. Towers range in height and stability. Hand-eye coordination and mathematical skills easily develop as they create their own structures. Children become engrossed because they are interested and enjoy what they are doing. Staff skilfully extend language and mathematical skills as they become involved in their play.

Children experience a broad range of activities which help ensure they are able to make good progress in all areas of their learning. They begin to learn about the world around them and their local community when tasting different foods at Chinese New Year, go for a walk or watch the animals in the adjoining field. They enjoy a visit from a police officer and a fire officer, and try paper folding when a parent introduces them to origami. Planning follows the rhythms of the year and adult-led activities are introduced each week to focus on particular areas of children's learning. Key persons have a good knowledge of their own key children and focus on supporting their individual learning. However, written progress records do not accurately reflect what children can do or identify their next steps for learning. This means they cannot be used effectively for tracking their progression or ensuring their next steps are catered for. A clear system is in place to share some key information between staff because everyone does not work everyday.

Many children demonstrate high levels of concentration whether it is the sand tray outdoors, at the writing table or when stretched out manoeuvring the vehicles around the car mat. They fully understand the rules and routines of the nursery and instantly stop when they hear the bell. They listen attentively and know what to do next. At circle time they quickly find their name and help others to find theirs, and when it is tidy-up time they all join in to help put the toys away. The helper of the day is given the responsibility to help set out the names for circle time and count how many children are present. At snack time they help prepare a tray of fruit. These simple routines help children develop a sense of responsibility, confidence and independence in the setting. Children's understanding of safety is demonstrated through their play and as they eagerly respond at circle time when

staff ask them what safety rules they need to remember. However, not all children have the opportunity to experience or become familiar with the procedures for evacuating the nursery premises in the event of an emergency or fire.

Children's good health is generally promoted well through a range of physical activities, fresh air, appropriate hygiene routines and nutritious snacks. Staff have a secure knowledge of individual health, dietary and cultural requirements and take care these are followed. Children benefit from the extremely positive relationships they develop with staff and the praise and encouragement they receive. Overall, the happy atmosphere of the nursery enables the children to flourish.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	1

### The quality of the provision in the Early Years Foundation Stage

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
The extent to which children develop skills for the future	2

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