

Holwell Nursery School & Holwell Holiday Club

Inspection report for early years provision

Unique reference number	139383
Inspection date	21/02/2011
Inspector	Carol Johnston
Setting address	Holwell Primary School, Crouch Lane, Holwell, Sherborne, Dorset, DT9 5LP
Telephone number	01963 23368
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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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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

Holwell Nursery School and Holwell Holiday Club have been registered since 1993. They operate from the old village school building situated in the village of Holwell, Sherborne. Children have use of three play rooms, a sleep room and toilet facilities within the main building. A portacabin has recently been installed in the grounds for toddlers. The outside area has paved, grassed and safety surfaced sections and is enclosed all round, providing different areas for physical play. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting may provide full day care for a maximum of 36 children aged under eight years; of these, 20 may be under three years at any one time. There are currently 48 children on roll. Older children aged up to 12 years may attend the holiday club. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The group is open Monday, Thursday and Friday, from 8.00am - 5.00pm, and on Tuesday and Wednesday from 8.00am - 6.00pm. It is open for 50 weeks of the year, closing for two weeks at Christmas. A holiday club operates from Monday to Friday from 8.00am-5.00pm during the school holidays. The nursery are committee run. They employ seven staff, all of whom hold relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and confident and there is a friendly atmosphere in the nursery. There are a range of interesting activities and staff support the children well, chatting to them during their play. The organisation of activities and resources is mostly effective in providing age-appropriate play. There is an ongoing process of self evaluation that involves all of the staff team and promotes the continuous improvement of the nursery. There are strong links with parents who feel well supported by the staff team.

What steps need to be taken to improve provision further?

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

- review the planning of resources and activities in the holiday club to engage all children in age appropriate activities
- develop the planning process for facilitating children's next steps into the free play sessions

The effectiveness of leadership and management of the early years provision

Staff are confident in being able to identify the types and signs of child abuse, and there is a clear understanding of the procedures to follow if a concern arises about a child. Regular training in this area is supported by discussions during team meetings to keep staff's knowledge refreshed. There is a safeguarding policy, made available to all parents, which outlines the nursery's responsibilities in this area. Thorough daily risk assessments are carried out of all areas and any identified issues are quickly addressed. For example, recently in frosty weather, staff inspected some outdoor play equipment and found it was very slippery, so they put grit down to enable the children to play safely. There is effective security on the door and only staff are allowed to let parents in. Visitors are recorded and if anyone other than the usual carer is collecting a child, written information is obtained and a phone call made to check with parents. When new staff are recruited, thorough checks are made on their suitability and a probationary period and regular appraisals are carried out to monitor their practice. Mobile phones and personal cameras are not allowed to be used by staff in the play rooms, and the sleep room door is always left open when staff are changing nappies.

Parents are kept well informed about their child's progress with meetings every term, regular newsletters and a daily home link book in which staff write about each child's day. Parents are sent questionnaires regularly to invite feedback and any ideas for new topics. Staff actively encourage parents to become involved in their child's learning, and there is clear information about the Early Years Foundation Stage, including the activities it relates to, displayed on the parent notice board. Staff are very supportive of parents and are regularly asked about child related topics by them. Parents say they feel the staff are very friendly and caring and that they are always there to give advice if they need it. There are good links with local feeder schools who come and visit the children in the summer term. Children who attend other pre-schools are supported with reciprocal visits by staff to see the child in each setting. The trained special educational needs coordinator offers support to both children and their parents should a particular need arise, and health professionals are consulted if necessary. The cultures and religions of all children are respected and parents are invited to come in and talk to the children about their beliefs. Recently, parents from Africa came in to talk to the children about a naming ceremony for their new baby. The children enjoyed listening to African music, seeing traditional dress and tasting celebratory foods. During Diwali, children made 'Rangoli' sand patterns and learnt about the festival. During Chinese New Year, they ate noodles and made rabbit masks.

All staff contribute to the regular process of self evaluation and recommendations from the last inspection have been addressed. Training is encouraged for all staff and most are involved in furthering their knowledge and qualifications; this results in improving outcomes for children. Staff are friendly and work well together.

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

Children have age-appropriate play rooms to use and these contain a variety of resources. In addition, a messy play room is available for all children for arts and crafts, and sensory play with shaving foam and gloop. During term time, activities are planned carefully and are based on children's interests and learning needs. Currently, children are learning about different countries of the world, they make flags and musical instruments such as didgeridoos; they learn different languages and research using books. Younger children join in with the topic and staff adjust them to be age appropriate. However, sometimes during the operation of the holiday club, activities and resources are not planned fully effectively to engage the children during their free play. Staff have a clear knowledge of where the children are in their learning and regular observations are taken which are meaningful. Children's next steps in learning are planned each week and specific activities to facilitate them. However, as staff are in a transition phase with their planning, they have not yet implemented a system to facilitate next steps during free play. Resources are plentiful in each playroom and children are able to help themselves from boxes in low storage units. They particularly enjoy using the role-play area, which is changed to incorporate the current topic. Staff support the children during the activities and there is a comfortable relationship between them and the children, with lots of conversations about what the children are doing. Staff ask questions to help the children's learning and to extend the play.

Healthy eating is encouraged and staff send regular letters home to make sure that parents choose healthy options for the lunchboxes each day. A variety of fruit and vegetables are given at snack time and children have opportunities to try more unusual things that staff bring in. Children are encouraged to be independent and to have their snack when they wish. They choose from cucumber slices, apples, oranges, raisins and strawberries. Children have made healthy eating posters and they also plant and grow their own fruit and vegetables, making smoothies and vegetable soup when they are ready to use. Children's hygiene is encouraged with regular handwashing after the toilet and before snack, and an electric hand dryer and paper towels are used to minimise the risk of cross infection. Children also learn about how to look after their teeth with regular visits from a dental hygienist, and toothbrushes and toothpaste which are given to them by the staff. Children benefit from daily fresh air and exercise in the variety of outdoor areas. There are slides, climbing frames, tunnels, bikes, cars, balls and hoops. Staff also make obstacle courses and do ring games with the children. When the weather is fine, children choose toys to be brought outside so they can enjoy playing in the fresh air.

There are opportunities for children to learn about their personal safety with discussions about road safety and people that help in the community. Children know that they must not run when they are inside and to be careful when using scissors. Children behave well and work together to tidy up. For example after playing at the sandpit, one child sweeps the sand with a broom and another picks it up with the dustpan and brush. Children's views are taken into account in the activities and their interests are included. There are also questionnaires for older

children who attend the holiday club. Children are involved in activities that encourage them to talk about their feelings and to learn how to respect and be kind to each other. They are involved in charity events such as 'red nose day' and 'children in need' when they participate in activities to raise money. In addition, the children are active in the local community, taking part in village events such as the harvest festival, concerts and shows. Staff freely praise the children, helping to build their confidence and self-esteem.

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

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

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