

Nursery on the Green

Inspection report for early years provision

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Inspector	Cordalee Harrison

Setting address	74 Church Green Road, Bletchley, Milton Keynes, Buckinghamshire, MK3 6BY
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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.

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Description of the setting

Nursery on the Green opened in 1992. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is privately owned. It operates from the ground floor of domestic premises that are located in Bletchley, Milton Keynes, Buckinghamshire. The nursery serves families in Bletchley and the surrounding areas. The nursery opens all year with the exception of Easter, Christmas and bank holidays. Opening times are weekdays 8.00am until 6.00pm.

The nursery is registered to care for a maximum of 24 children under eight years; of these, not more than 24 may be in the early years age group, and of these, not more than 16 may be under two years at any one time. Currently, there are 36 children on roll. All of the children are in the early years age group. The nursery is in receipt of funding for the provision of free early years education to children aged two, three and four. The nursery supports children with English as an additional language and children with special educational needs and/or disabilities.

Nine staff work directly with the children; of these, seven are qualified to level 3 in childcare and education, one is qualified to level 4 and two are currently studying for foundation degrees; one member of staff is training to gain a level two qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a warm, welcoming and inclusive environment for children and their parents. Children are grouped appropriately and the different areas of the nursery are well equipped for users. Overall, good quality care and learning for children is delivered in most aspects of the Early Years Foundation Stage. The key person system works effectively to ensure children's individual, educational and welfare needs are met and effective partnership working established. The nursery has addressed the recommendations from the last inspection. The nursery actively works to drive improvement, promoting training and building upon input from the local authority's developmental workers.

What steps need to be taken to improve provision further?

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

- improve planning to provide more activities that challenge the youngest and more able children in their learning
- improve the nutritional contents of the snacks provided for the youngest children

The effectiveness of leadership and management of the early years provision

The nursery safeguards children and promotes their welfare and learning to high standards overall. Staff are familiar with the child protection element of safeguarding; they are clear about lines of communication to deal with concerns about children's well-being as well as their personal responsibility to act to safeguard children from harm. The implementation of safer recruitment procedures, which includes vetting and induction, ensures that only suitable people are alone with children. Documentation required to safeguard children's health and welfare, is in place and includes most necessary information. For example, medication, accident and children's record forms include all of the required information. There are records of children's attendance along with information about their key persons. Policies such as safeguarding and uncollected children are in place.

Through well-trained staff, informative policies, and systematic procedures the leadership and management are driving improvement. For example, they are supporting some staff to gain foundation degrees in childcare and education. Across the nursery staff have good knowledge of the Early Years Foundation Stage and guidance. They implement it effectively daily and relate safeguarding to all childcare practices. Children are secure in the nursery and most safety matters are identified and addressed properly. Children are not able to leave the premises unattended and only people admitted by staff are able to enter. Close circuit television in the annex of the premise where babies are located adds an additional dimension of security. The nursery staff use regular risk assessments, daily hazard checks and close supervision to identify and address most risks to children. However, these checks are not always comprehensive, for example, it is not recognised that not all of the lids on water butts are secure. Fire exits are marked, and kept clear. Although staff know their roles in the event of an emergency they do not have the opportunity to test their response through regular practice. Children enjoy main meals that are cooked on the premises these meals are balanced and nutritious. However, milk and fresh fruits are not consistently offered within snacks for the youngest children. All areas of the premises including the food preparation area are maintained to high standards of hygiene. This is recognised by the Local Food Standard Agency. Staff take good care of children's personal hygiene needs generally, however, on occasions when children use a single hand towel to dry hands this reduces the opportunities for them to learn about consistent hygiene practices. The nursery deploys its resources very well; sufficient staff who are qualified in childcare and education, special educational needs as well as first aid are available to meet the children's needs. Staff support children with special educational needs and children who speak English as an additional language effectively.

Overall, the nursery is proactive in engaging parents in their children's learning and contribution to the running of the nursery. Parent questionnaires provide opportunities for them to influence practice in the nursery and the leadership team responds positively to parents' feedback, taking suggested action for improvement. Procedures are in place for daily and weekly communication, along with half yearly progress reports for every child. These effective means of communication keep

parents abreast of their children's achievements. The nursery has a suitable settling-in procedure to help children to adapt to being away from their parents/carers. However, on occasion this is not always followed through carefully for every child and initially staff can lack information to fully ensure continuity of care. Parents praise the nursery highly. Good strategies are in place for partnership working for children who receive care and education in more than one setting. Additionally, children are well supported as they make the transition into full-time education.

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

Through good quality first hand experiences, topics and themes, children experience learning across all six areas of learning within the Early Years Foundation Stage framework. Staff observe children regularly and identify the next steps in their learning and development. Staff link children's progress securely to the expectations of the framework. However, some of the activities that they use to deliver the next steps for individual children particularly when children are indoors are not always sufficiently challenging. At these times, older children are not absorbed in learning and the noise level rises.

The nursery provides an excellent outdoor classroom for children. Many children make effective use of it regardless of the weather. They learn about the seasons, and the natural world. They use realistic equipment including spades and wheelbarrows as they dig and transport mud. Children apply problem solving skills to their building activities, they use the blocks to build large structures that are big enough for them to enter. They develop their imagination and learn useful skills for the future. Equipment such as spanners, hammers, rulers and spirit levels increase children's awareness of the purpose and use of different tools. The older boys are particularly engaged, they work out how to make a door that opens. They show their emerging understanding of personal safety as they put on safety goggles in preparation for their building activity.

Children learn about self-care and being healthy as they dress warmly to play outside on a cold day. Whilst enjoying outdoor play they use a wide range of resources to test their physical skills and promote their good health. Additionally, they learn to take risks in controlled environments. Children develop large movements, balance and coordination and sharpen their decision-making skills whilst they have fun in their outdoor activities. Older children show control of fine movements as they pour their milk and water at snack time. There are opportunities for children to wash their hands regularly throughout the day.

The use of resources such as sand and water and a wide range of creative activities provide opportunities for the children to explore and experiment. Children are becoming confident learners. They show that they are making marks for different purposes, such as to make appointments as they play hospitals. They sequence numbers, and match pictures as they use a variety of puzzles. In addition to conversations, children across the nursery increase their enjoyment of

words with books and stories; they develop memory and recall as they take the lead to sing familiar rhymes. They are proud of their achievements they eagerly to show what they can do, such as singing songs to their peers at group activity time. Staff in the baby room plan and deliver individual activities for these children. Although babies experience play that introduces them to the curriculum, some activities are not always captivating to consistently develop their curiosity.

Children behave well; this fosters inclusion for all children and makes it possible for children to play without disruption. The nursery achieves an inclusive environment where children's core resources reflect cultural diversity and positive images of disability. Additionally, children learn that their contributions are valuable; they actively fund raise for charity. Preparing for these activities provides many opportunities for children to learn about similarities and differences as well as to value others regardless of ability or background.

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