

Old School Day Nursery

Inspection report for early years provision

Unique reference number	119251
Inspection date	09/03/2011
Inspector	Caroline Hearn
Setting address	Fernbank Road, NORTH ASCOT, Berkshire, SL5 8LA
Telephone number	01344 890 668
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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

Old School Nursery and Out of School Club is privately owned, opened in 1989 and was first registered in 1991. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from part of a converted Victorian school building in North Ascot. A maximum of 64 children may attend the setting at any one time. The nursery is open each week day from 8am to 6pm for 51 weeks of the year. The out of school club runs from 3pm to 6pm during term time and from 8am to 6pm in the school holidays. All children share access to a secure enclosed outdoor play area.

There are currently 101 children aged between two to eight years on roll, of these 67 are in the early years age range. The nursery is in receipt of funding for nursery education. Children attend a variety of sessions and come from a wide catchment area. The setting supports children with special educational needs and those who speak English as an additional language.

The nursery and club employ 12 staff. Of these 10 including the manager hold appropriate early years qualifications with two members of staff working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy spending time at this nursery. They benefit from the relaxed family feel that the nursery fosters. Children undertake a wide range of learning opportunities with a strong emphasis on outdoor play. They become absorbed in their play and as a result are make good progress in their learning. Children's development whilst at the nursery is clearly tracked however examples of home learning and the inclusion of their home languages are not consistently promoted. The nursery has undertaken detailed self evaluation which has however missed some minor points such as a lack of consistency with the medication documentation. Overall the nursery staff and management have a clear understanding of their future aims and show good capacity to maintain this progress.

What steps need to be taken to improve provision further?

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

- review the medication policy and documentation to ensure this is consistent
- consider how children who have English as an additional language can have examples of their language and culture within the nursery
- consider how children's home learning can be consistently included in their

developmental folders.

The effectiveness of leadership and management of the early years provision

The nursery has a sound understanding of safeguarding issues and how to develop practice that promotes children's safety. The nursery has robust recruitment procedures and all staff undergo full checks. Their good practice is underpinned by a wide range of policies and procedures. Of the policies sampled the one for medication was inconsistent with other documents and if read literally will lead to confusion. However, staff and management are clear of correct processes and this is reflected in their practice.

The management team work with parents, children and staff to develop their self evaluation process. Everyone's views feed in to this which well promotes inclusion. Great importance is placed on staff training and development. The management constantly review this to ensure they continue to develop good practice in all areas. When staff take on new roles such as special educational needs coordinator they undertake external courses and the management team support and mentor this person whilst they are developing the skills and understanding of the role. This well supports the development of good practice and improves outcomes for children.

Parents are keen to talk about their experiences of using the nursery and the warm reception that always greets them on their arrival. They comment positively on the family feel that the nursery promotes and how staff work with them to support children during times of change such as a new baby coming into the family. They have developed good relationships with other professionals. This helps to provide a consistent approach to the care of the children. The nursery has a wide range of resources covering the registered age range. These are regularly rotated to ensure children have a variety in their play. Children are able to choose freely from those on offer and staff will access other items from cupboards if the children request them.

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

Children greatly benefit from their time at the nursery and form close relationships with staff and other children present. Children are well and become absorbed in their learning. Younger children fully enjoy and participate in group story sessions. The staff are skilled at using the best resources to achieve this such as a large story board that well captures children's attention. Staff also ask many open ended questions, encouraging the children to think what might happen next. When discussing activities such as pretending to dress up in amour the children make good use of descriptive language such as, 'my amour is heavy, it is making my legs go wobbly'. Staff also ensure they take time to explain any words that are new to the children such as, 'chain mail'. Children then use these words in context which

well supports their developing language skills. Most activities cover several different areas of learning so children will be building with blocks but also talking about colours, shapes and amounts. A great deal of learning takes place outdoors with the staff making very good use of this space. The staff take the traditional indoor resources outside which enable children who learn better outdoors to become fully involved in all areas of learning. The range of activities and learning opportunities also ensures children are well equipped with the required future skills.

The planning covers all areas of learning and ensures the children undertake a wide range of activities. The staff ensure these activities closely follow children's interests and as a result children are well engaged in their learning. Staff complete learning profiles for every child and these clearly plot children's development. These records include many examples of children's work and photos of the children undertaking various activities. In some children's development records parents have contributed examples of their children's developmental achievements away from nursery. This is however not consistently done with each child's records which results in all aspects of their learning and development not being as fully captured.

Children's behaviour is generally good they are aware of the rules and can be heard reminding each other not to run. Children clearly understand these rules and are able to explain why they should not run indoors as they may fall and hurt themselves or their friends. The nursery generally promotes inclusion and an understanding of the cultures and festivals of others. There are however some gaps in the information they have regarding children who speak English as an additional language. They do not routinely promote these first languages which limits the children's ability to share and value these. The nursery undertake many community events. They visit the adjoining public library for group story sessions. They also hold events for the senior citizens who they invite in and perform plays to. These sorts of activities ensure children play an active role in the local community.

Children have excellent opportunities to undertake outdoor learning which truly promotes a healthy lifestyle. Staff make the most out of the nurseries outdoor play spaces and further afield such as the adjoining park. The nursery employs a trained chef who plans a superbly varied menu which greatly appeals to children and encourages them to try lots of different fresh fruit and vegetables. The staff are also keen to promote this and grow a wide range of produce with the children each year. This gives the children an excellent understanding of where food comes from and how to live in a sustainable way.

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	1
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