

Meadow Nursery

Inspection report for early years provision

Unique reference number EY224830
Inspection date 15/03/2011
Inspector Lynne Lewington

Setting address Murray Road, Wokingham, Berkshire, RG41 2TA

Telephone number 0118 979 0284

Email

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

Meadow Nursery School opened in 1978. It operates from a purpose built nursery unit within its own grounds. They also have use of a fully enclosed outside area. The school is set within a residential area of Wokingham. The group serves the needs of families in the area and the intake reflects the local community.

The group is registered for 30 children aged between two and under five years, although children are usually aged two years nine months before being offered a place. There are currently 63 children on roll. This includes 55 funded three and four year olds. Children attend for a variety of sessions. The setting has systems in place to support children with learning disabilities or difficulties and English as an additional language

. The group opens five days a week during school term time. Sessions are from 8.55am to 11.25am and 12.25pm to 3.25pm. Some children stay for lunch. There are six staff members who work with the children. Of these five staff hold an early years qualification or are working towards one. The setting receives support through a teacher mentor from the local school and the Early Years Development and Childcare Partnership.

The group is also registered to provide out of school care for 16 children aged from five years to under eight years. A breakfast club is offered five days a week term time between 7.30am and 8.40am. The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thoroughly enjoy their time in this happy fun filled environment where positive relationships with parents help staff to understand children's individual needs particularly well. The staff's commitment to the children is clearly evident as they provide an exceptionally high standard of education and care to the children. Strong knowledgeable leadership and management ensure the setting continuously evaluates the service building a high quality early years environment.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improve the display of books around the setting to support the children's learning

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good level of awareness of the signs and symptoms of abuse and the action they must take if they are concerned about a child in their care. They undertake training regularly and a comprehensive safeguarding policy is in place which is easily accessible to both staff and parents. A clear and comprehensive risk assessment is in place covering all aspects of the setting and the activities they undertake. Sensible security measures are taken throughout the setting to ensure the children are safe within the building and unwanted visitors cannot enter. The appropriate references and checks are undertaken on new staff to ensure they are suitable people to work with young children.

Excellent use is made of the available space in this purpose built environment where the children have easy and free access to a very attractive outdoor play environment. Outdoors they have areas to grow items, benches to sit on, pathways to follow and artificial grassy areas to play on. Toys and equipment are all well maintained and suitable for the ages and stages of development of the children. They are stored enabling the children to have free access to them and make independent choices in their activity. Staff are conscious of maintaining the attractive environment and resources so they encourage the children to take good care of them.

Children's awareness of cultural differences is encouraged by holding an event each term that celebrates a particular culture or tradition. Clear policies relating to equality, diversity, and complaints are in place and freely available. Free flow activities enable both boys and girls to self select their activities ensuring they can follow their individual interests. Excellent support is provided for children with additional needs including one-to-one support where appropriate. Comprehensive information from parents and other professionals involved enables staff to fully understand children's individual needs.

Excellent partnerships form with parents from the first introduction to the setting. Parents are made very welcome, a planned introduction to the setting is organised enabling both the child to settle and the parents to be confident in the placement. Parents are very much encouraged to be part of nursery and opportunities range from joining the management committee to being a parent helper during nursery sessions. Staff are available to talk to parents at the start and end of the session, and meetings are arranged with key workers to discuss development. Journals provide parents with comprehensive information about the children's activity and development and they can add comments if they wish. This all helps to ensure parents are kept well informed. Parents speak very confidently about the setting commenting on the warmth and friendliness of the staff, the strong relationships they build with the children and the high quality of the education the setting provides. Parents are encouraged to support their children's learning through a book sharing scheme and participation in activities. For example; parents were recently asked to share traditional stories and nursery rhymes with their children. This has been followed through in nursery increasing language and social skills as

the information is shared.

Staff are proactive in developing positive relationships with others involved in the care and education of young children. They have strong working relationships with the local schools sharing information both at transition and when children attend other settings. This all helps to provide a consistent awareness of children's care and education. They work with other professionals cooperatively to achieve the best outcomes for children. Children visit the local infant school for activities regularly increasing their familiarity with the environment.

Self evaluation is a continuous process which has led to improvements in the organisation of the provision and the opportunities offered to children. Parents and staff opinions are regularly sought and changes are made. Staff meet each week as a team to plan and review activities. Each staff member is encouraged to develop their interests, skills and responsibilities in the setting. This enables them to all develop and feel important in the team. Staff undertake suitable training opportunities regularly. Consequently the setting is continuously adapting and improving.

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

Children are developing their abilities to be skilful communicators and competent learners as they undertake their many play activities. Adults provide opportunities and extend the learning as required enabling children to learn through their experiences. The excellent organisation of each session enables time for group activity when children are encouraged to listen to each other and to speak out in front of their playmates, an opportunity for free play where they make choices and move freely between the indoor and outdoor environment and planned activities with their key workers. The planned activities are undertaken with key worker groups and repeated ensuring all the children have opportunities to participate at a level suitable to their abilities. Children's learning is observed and their progress monitored to ensure every child is benefiting from the learning experiences on offer to them. The development records are shared with parents enabling them to add their comments and be actively involved in the children's learning.

A simple flapjack cooking activity provides the children with an excellent opportunity to develop awareness in all areas of learning. They learn about the importance of good hygiene before they start by washing their hands and putting on a cookery apron. In a small group they look at the recipe book, increasing awareness that the written word has meaning, they identify some of the numbers in the recipe and look for these on the scales as the ingredients are measured. They count the spoonfuls of ingredients into their own bowls and develop their physical skills as they hold the bowl and stir the contents. They talk about how long it will take to cook and look at the clock. They observe how the ingredients change when it is cooked and enjoy the social occasion of sharing with their friends at a teddy bears picnic and taking some home.

Children listen attentively to story telling and anticipate what will happen. They learn to show their excitement, fear and discuss behaviour as they talk about Goldilocks. They confidently sing and recite nursery rhymes and action songs in front of their playmates, building their language skills and self confidence. They make good use of the attractive fact and fiction books which are displayed in the book area. However, books are not always displayed around the setting to support the activities on offer. Children demonstrate increasing awareness of the written word as they identify their names, write over the adults writing and some recognise letters. They make marks with wide range of materials, both indoors and out.

Children problem solve and develop reasoning and numeracy skills as they confidently do puzzles of varying complexity. They develop awareness of pattern and shape as they line up cars and identify shapes as they dress a collage teddy. Knowledge and understanding of the world is increasing as they competently use technology. They use play phones and the computer demonstrating confidence and skill as they move the mouse across the computer screen to click on the character as they participate in activities. They grow items in the garden and hunt for mini beasts. Children learn about recycling and how walking to nursery can be good for their health and good for the planet. Children develop their physical skills well as they use the outdoors frequently, running, climbing, using wheeled toys balls and hoops all help to develop their balance, coordination and encourage good health. They have many opportunities to develop their finer skills as they use tools in the dough, use pencils crayons, paint brushes, and scissors in the many activities available to them. They also learn to put on and take off their clothes, coats, and shoes helping to develop their independence. This is made into a fun activity where they are not rushed. Consequently the children confidently learn these independence skills and have lots of giggles and fun in the process. Children dress up and act out imaginary and real life experiences. In the garden a child makes a road block on the pathway and tells playmates they have to go around.

Children demonstrate an awareness of positive health and hygiene routines to prevent the spread of germs. They enjoy healthy snacks recognising the need for them to have sufficient energy to enjoy their play and activity throughout the session and drinking water is always available. Children develop an awareness of safe behaviours in the setting. They learn how to evacuate the premises swiftly in an emergency and they learn about the dangers of fire as they talk about the birthday candles on birthday cakes. Staff actively encourage children to use tools and toys appropriately to maintain their safety. They help to prepare snack. Through discussion and gentle reminders the children learn to walk in the setting and use the toys and equipment with care. Books and stories help the children to learn about safe behaviours. Children behave exceptionally well. They are encouraged to listen, to show concern for others and to look after the resources they play with. Staff set an excellent example to the children both in their interaction with them and adults. They use and encourage good manners, listen attentively and offer praise meaningfully. This helps to build children's social skills, self 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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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