

# Foxley Nursery School

Inspection report for early years provision

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**Unique reference number**

EY224734

**Inspection date**

16/03/2011

**Inspector**

Lynne Lewington

**Setting address**

Manor Drive, Shurlock Row, Reading, Berkshire, RG10 0PX

**Telephone number**

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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

Foxley Nursery School is situated in the rural location of Shurlock Row, a small village on the edge of the Royal Borough of Windsor and Maidenhead, and close to Bracknell, Wokingham and Twyford. Foxley Nursery has been in the village since 1939 and in its present position since 1979. The nursery has been registered with its present owner and person in charge since April 2002.

The nursery is open Monday to Friday, term-time only between 8.45am and 3.45pm. The setting may care for no more than 32 children from 2 years to under 8 years at any one time. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare register. The group is a member of the Pre-School Learning Alliance. Currently, there are 59 children on roll, of which 37 are funded three and four year olds. .

At present, there are seven qualified members of staff and one assistant. All members of staff have a valid First Aid certificate.

The nursery is set in a detached, single storey building, purpose built in 1990 and surrounded by a large garden. It is located down a private lane and parking is available along the main road. The children have use of a large L-shaped room and a smaller room, toilets and a kitchenette. There is disabled access and toilet.

The secure outside environment provides a covered decking, grass areas, deep bark surface underneath the climbing equipment, tables benches and play houses. The setting has miniature Shetland ponies, a rabbit and chickens.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in this happy rural environment where their individuality is valued and encouraged. Excellent communication between parents and staff ensures the children are understood and encouraged appropriately to meet their potential. Constant self evaluation through a variety of sources, and a desire to constantly improve and adapt, ensures the setting will continue to develop its high quality service

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

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

- Developing storytime to ensure it meets the needs of the differing ages of

children

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

Excellent care is taken to ensure children are safe. Clear safeguarding information is available in the setting's policies and all staff and parents are made fully aware of the contents. Staff demonstrate a confident awareness of the action they would take if they were concerned about a child in their care. Excellent detailed risk assessments are in place covering all aspects of the setting and the activities they undertake. These are reviewed annually and adapted as new equipment arrives or potential risks identified. Appropriate systems are in place to ensure that staff are suitable for their role with young children and the premises are secure and can be evacuated swiftly in an emergency.

The nursery benefits from its attractive rural setting surrounded by green fields. The children see deer's, ponies, chickens and rabbits regularly, developing their awareness of the natural world around them. The large outdoor area provides a secure play environment where they can play on the decking, chalk on large outdoor chalkboards, hide in play houses, use climbing frames, ride bikes and scooters safely and build with tyres, wood and weatherproof sheeting. Indoors, they have easy access to a broad range of activities and age appropriate resources, all stored to enable them to make choices. They have easy independent access to the toilet facilities.

Leadership and management are very strong. The head of the nursery is passionately enthusiastic in her role and clearly strives to provide an enjoyable, happy educational and caring environment for the young children. Staff are encouraged to develop their knowledge, interests and skills through regular training opportunities and responsibilities within the setting. They meet weekly to discuss the children and the plan for the week, ensuring that they recognise the children's current interests and all understand the developmental needs of each child.

Strong partnerships with parents are valued highly by the setting. Settling in times are planned and adapted to meet the children's individual needs, enabling them to settle happily into the nursery routine. Parents are asked to provide a two sided sheet with information and photos about the child's family. This is laminated and made into a book which the children love to look at and identify their family members. Parents are warmly welcomed and are able to come into the playroom to see the activities children have been using. Key workers greet them warmly, making them feel welcome, and information is always displayed on the whiteboards about the activities undertaken each day. Activity and learning records are maintained and shared with parents, indicating clearly the progress children are making and their daily activities. Parents speak highly of the staff's enthusiasm, their warmth and friendliness and the progress their children make in the setting.

Exceptional care is taken to ensure children have smooth transitions to school.

Children move to a wide range of infant schools across a wide geographical area. In order to help with the transition the head teacher has made books containing photographs of all the areas children will see in their new schools. The children look at and use at the books at home increasing their confidence and awareness of what they will see in their new school. Developmental information is shared with schools and other settings, if appropriate. The setting welcomes the training opportunities available through the local authority and the support and advice of the early years service or other professionals who may be involved with children.

The range of clear policies helps to ensure all parents and staff understand how they work. Individuality is recognised and nurtured and staff have a 'can do' attitude enabling them to adapt to meet for example dietary or physical needs. Children learn through their activities and the staffs good example to be tolerant to differences, to be respectful, be kind and to share. They learn about traditional and cultural events and their own home lives are valued and talked about using the family book.

Staff, parents and children's opinions are all valued and used to self evaluate the provision. The staff are confident to try new ways of doing things and will evaluate afterwards and decide if the idea or activity was successful. This leads to excellent practice as they adapt or improve ideas. Current plans include developing the outdoor learning opportunities and participating in planting and growing activities. Individual staff development is encouraged and training opportunities embraced enabling staff to bring fresh ideas to the setting.

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

All areas of children's learning are met exceptionally well. Children demonstrate excellent physical skills. They confidently climb and balance on the outdoor play equipment, they ride two wheel bikes with stabilisers skilfully following the tracks on the playground. Large tyres, plastic crates and large pieces of wood invite the children to use physical skills, be creative and problem solve. For example, a child tries to balance the wood on a tyre and walk on it, it doesn't work, another attempt is made moving the wood slightly, again it doesn't work. The child sits in the tyre clearly thinking, then moves the wood to touch the two tyres, tries to walk on it again and succeeds. After crossing a few times the child sits in the tyre, pulls the wood across the tyre and the weatherproof cover over the top and peeps out from underneath, appearing happy in a hidey hole. They use clipboards, chalk and water to mark make outdoors demonstrating their increasing fine skills. Dressing up in tabards outdoors enable them to role play as they use the equipment.

Staff listen attentively to children and many conversations occur. Children demonstrate increasing awareness of letters and many can recognise their names. They draw and some attempt to write their names. They have easy access to a broad range of fact and fiction books and enjoy a story time in each session. This is an important activity as it encourages children to listen attentively and to anticipate and speculate about what might happen in the story. However, whilst

most of the older children enjoy the story some of the younger children are less able to concentrate in a large group. Children enjoy singing action songs and participate enthusiastically in the actions developing their coordination, memory and language skills as they join in. They count as they sing, and build with construction toys. They show increasing awareness of size, shape, position and quantity as they play with the vegetables and fruit in the shop, cover the dolls with blankets, and use puzzles. Children confidently use technology. They take photographs with a digital camera, and show the photos on a digital photo frames in the playroom. They use computers competently undertaking age appropriate programmes and activities, and on occasions with adult supervision they look on the internet for information and pictures. A planned activity provides an opportunity to create an individual material picture where the colours mix together creating patterns and new colours.

Children enjoy the dressing up clothes and develop physical skills as they put them on and take them off. They act out imaginary and real life experiences as they play with the dolls on the cushions putting them to bed and covering them up carefully with blankets. Children's independence is nurtured well. They make choices in their play and also have times when they participate in adult initiated play with their key worker. Children enjoy helping with all of the daily tasks in the setting. They help to pack away, clean the tables and set the tables for meal times. They help to prepare snack learning to use safety knives carefully to cut the fruit for their playmates. Children enjoy social snack and lunchtimes with their playmates as they sit to the table together. This helps them to learn from each other. Staff are calm, enthusiastic and nurturing in their care and education of the children. They listen and encourage them, through open questions and thoughtful activities. The children learn from their good example to be calm and use good manners. Occasionally children are gently reminded that some behaviours are not acceptable and encouraged to think why. This helps them to think about feelings and find other ways to deal with problems.

Children's high levels of confidence and curiosity in this setting indicate they feel safe and secure. They show an increasing awareness of safe behaviour as the staff gently remind them why certain behaviours are important. The fire drill is regularly undertaken ensuring all the children know how to leave the setting swiftly and safely in an emergency. With close supervision they learn how to treat the animals with care and respect when they feed or stroke them. Children demonstrate a confident understanding of good hygiene routines and take care of their hand washing and toileting needs independently. They are encouraged to think about healthy eating and to enjoy physical activity in their activities everyday. Snacks are healthy but substantial providing them with the energy they need to enjoy their play. This may be, a snack of crackers, cheese and fruit followed by milk or water to drink. Staff recognise children's dietary needs and make careful provision to ensure dietary needs are met appropriately.

## 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> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

### 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>            | 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

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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 |
|--|-----|