

# Frant Nursery School

Inspection report for early years provision

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<b>Unique reference number</b>	109426
<b>Inspection date</b>	15/03/2011
<b>Inspector</b>	Claire Parnell

<b>Setting address</b>	The Green, Frant, Tunbridge Wells, Kent, TN3 9ED
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<b>Type of setting</b>	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**

Frant Nursery School opened in 1986. It operates from a function room within the Memorial Hall in the centre of Frant village, Kent. The group also have access to another large hall, toilets, and a kitchen. All children share access to an outdoor play area in the car park which is secured by barriers.

A maximum of 24 children may attend the nursery at any one time. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is open each week day from 09.00 to 13.00 and 09.00 to 15.00 on a Monday during term time. Children attend from the local and surrounding area for a variety of sessions.

There are currently 30 children aged from two to under five years on roll. Of these, 24 children receive funding for early education. The nursery supports children with learning difficulties and disabilities and also supports children who speak English as an additional language.

The nursery employs seven members of staff. Of these, five hold an appropriate early years qualification and some are on further training programmes. The nursery receives support from the East Sussex local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The unique needs of every child is promoted well and all staff work together to succeed in meeting children's learning and welfare needs. Children make good progress towards the early learning goals within the Early Years Foundation Stage due the staff's knowledge of each child's interests and how they learn which is positively reflected within the quality of the provision, although there are some areas of the provision that have minor weaknesses. The partnerships with parents and other agencies are strong which helps to contribute towards meeting the needs of all children. The whole staff team including administrators take a pro-active approach towards improving the setting through an effective self evaluation system. Future development is identified and acted upon which results in additional provision such as the planning for a new outside permanent secure area for the children's play.

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

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

- extend resources to reflect some aspects of a diverse society such as traveller communities

- extend planning and observations to link to individual children's next steps and their current stages of development for easy tracking
- review snack times to incorporate independent skills and purposeful socialising experiences.

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

Children are safeguarded well through the policies and procedures in place that help to keep them safe. The staff have access to thorough information about how to protect children and procedures are in place to ensure concerns are monitored, recorded and shared with appropriate people to promote their welfare. All required documentation is in place to promote children's well-being and good health at all times. Daily checks and risk assessments are carried out for all areas of the provision to ensure children play in a safe and secure environment. For example, when other users are within the building, robust security systems are in place to ensure no unauthorised person has access to the spaces that children use. Robust recruitment procedures are in place to ensure suitably experienced, qualified and checked staff care for the children. A safe arrivals and departure procedure ensures children's safety is paramount. All children are greeted by all the staff to provide a welcoming environment for the children.

The whole staff team is committed to the driving improvements of the setting. This also includes a dedicated administrator who takes control of future planning for projects such as the new outside play area. The provision has a thorough self-evaluation available which is updated regularly with any aspects identified for improvement. All aspects of the provision are discussed at staff meetings and action is taken to continuously develop their strengths and to identify weaknesses and make changes for better outcomes for children. Some staff are committed to long term training to ensure practices are enhanced and strategies are introduced to ensure a positive future for the children and the provision.

The children have access to mostly adult selected activities with some opportunities for children to self select during some sessions. Children play with an adequate supply and variety of resources which are enhanced further by the use of the current outside area. Staff use new found knowledge and skills from their training to cascade information to the rest of the team, introduce new practices and ideas to the children's experiences. Children are supported well throughout their time in the setting due to the effective deployment of staff. For example, when both indoors and outdoors areas are used, staff are deployed around the setting to ensure all children are engaged, stimulated and well supervised.

Equality and diversity is adequately promoted throughout the nursery. Staff have a clear understanding and knowledge about the children's backgrounds. Children have access to some resources that reflect positive images of today's society such as dolls, books and role play. However, not all aspects of diversity are promoted through play or images around the provision such as disability or traveller communities. At present there are no children attending with English as an additional language or with additional needs although the staff team have a good

understanding of how to reflect children's differences through their learning to meet their individual needs.

The provision promotes good partnerships with both parents and other agencies. There are effective liaisons with local primary schools and new cluster meetings are being initiated with other early years settings in the area to ensure continuity of care for children attending more than one setting and to share good practices and experiences. Some staff have good links with local children's centres and the professionals who work there, using this as a support network for staff and parents alike. Parents feel welcome and confident to talk to their key person about their child's day and their development. Information is shared on a daily basis through the children's "blue book" with reciprocal information from both setting and home. The provision uses this effectively to engage children in conversations about their time at home and any exciting experiences they have with their families. Parents are invited to regular consultation meetings to discuss their children's progress and to plan for their children's next steps. Regular newsletters inform parents about changes to the provision, new staff and topics for their children's learning.

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

Children are familiar with the routine of the day and respond positively to the jingle of the bells associated with snack and circle time. Children respond well to staff's instruction to tidy up for the next part of the session. They have a good sense of belonging, understanding where to put their coats and lunch boxes on arrival and finding their name to self register on entering the hall. Therefore children feel safe and secure in their environment. Children quickly settle and find an activity that is pre-selected by the staff. They are intrigued by new and exciting activities such as animals in ice, talking about where the animals come from, why the ice won't come out of the bowl and what happens to ice when it melts. They take this learning further by comparing how quickly the ice melts outside when the sun shines on it. The staff are skilled at extending children's learning throughout the session, in all aspects of their day. Children make choices of where to play and demonstrate independence and maturity by sharing their experiences with others. However, their independent skills and social interaction is limited during snack time due to the staff not always sitting with children or children not being allowed to pour their own drinks or preparing the snacks themselves. Staff support children's learning through effective interaction and open ended questions such as 'why is the ice melting' and 'is the water running uphill or downhill'. Children respond well but first take time to think critically about their answers and reply with sensible solutions. Children associate with numbers and amounts, using resources both inside and outside to arrange numbers in order. They use numbers in every day situations, counting down from ten for their rockets and singing "1,2,3 go" when riding the bikes. Children make marks for a purpose, most children attempt to write their names on their pictures and show members of staff with pride, who congratulate them and show other children. Through these activities children demonstrate that they are building on the skills for the future.

Children's progress is planned through effective weekly and flexible planning. All staff have an input into the planning of activities and ensure that key children's progress is challenged and extended at sources. However, the planning does not identify individual children's targets and next steps to ensure all staff are aware of providing their expected future development. Planning is added to on a daily basis to ensure children's interests from each session is extended and enhanced for the next session. Observations of children's achievements are made by all staff and shared with their key people to update their development profiles in all areas of learning. However, there are limited tracking systems to show children's current stages of development in each area of learning. Effective use of photographs are used to share with parents and children alike to demonstrate their experiences and achievements throughout the day. At the initial visit parents are encouraged to share information about their child's development to inform key people's starting points for planning.

Children learn about healthy life styles and are eager to use the water sink in the hall to wash their hands after messy play and before eating. Children access the toilets under the supervision of staff due to other users in the building. They access soap and paper towels independently, making sure their hands are clean and dry. Children help themselves to tissues to blow their noses and enjoy disposing of them in the "frog bin". This promotes children's understanding of preventing infection. Children thoroughly enjoy exploring outside space and observing the changes that occur outside rather than in. For example, children are intrigued by the water from the ice running down the tarmac area and through the barriers. Children understand the affects of the weather and respond to their bodily needs by taking off their coats when they are too hot and putting them back on again when the sun goes in. Parents are encouraged to bring healthy options of food and drink for children's lunches and many are stored with cooling bags inside to promote good health. Children openly discuss what they are eating with each other and the staff who talk to them about the benefits of healthy foods. Children demonstrate excellent skills when using large physical equipment such as bikes. For example, one child carefully and skilfully rides his bike and rolls it up a barrier stand with precision each time.

Children are generally well behaved. Staff interact well, intervening when disputes occur, explaining and discussing the impact that their actions have on others. Children are quick to respond positively to this discussion, showing a caring attitude to others by apologising and inviting them into their play. The openly share activities, asking others to come and have a look at new experiences such as the ice, talking to them and making room for them to feel and experience the coldness. Staff act as good role models, working well together, demonstrating to the children how to negotiate and cooperate throughout their daily routines.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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