

The Crescent Nursery School

Inspection report for early years provision

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15/03/2011

Inspector

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Setting address

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Crescent Nursery School is privately owned. It opened in 1988, and has been under the current ownership since 1998. It operates from Merrow Cricket Club, in Merrow near Guildford in Surrey. During operational hours the group has sole use of the single storey building which consists of one main room, toilet facilities, a kitchen and an enclosed outdoor play area.

The nursery school is registered on the Early Years Register. They are also registered on the compulsory and voluntary parts of the Childcare Register though no children currently attending in this age range. A maximum of 24 children may attend the group at any one time. The nursery school is open each weekday during term time only from 9.00am to 12.15pm or 12.45pm. Afternoon sessions run from 12.15pm or 12.45pm to 3.45pm. Children attend mornings, afternoons or for a full day. Sessions can include lunch where children bring their own packed lunch. There are currently 46 children aged from two years to under five years on roll. Children age three and four years receive funding for early education. Children come from the local area. The group can support children with special educational needs and/or disabilities and children who speak English as an additional language.

The group employs six members of staff, including the proprietor. Of these five staff work directly with the children each session. Five staff hold appropriate level 3 early years qualifications. The nursery school receive support from the local authority early years team.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make outstanding progress as they play confidently in a highly stimulating nursery school environment. Children have access to an excellent range of resources and challenging activities and they are supported well by an exceptionally kind, caring, and professional team of adults. Staff provide an inclusive service; overall they form extremely positive partnerships with parents and other professionals which enables them to meet the needs of all the children. Staff effectively evaluate all aspects of practice which ensures the nursery school's commitment to continuous improvement and provides an action plan for improvement.

What steps need to be taken to improve provision further?

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

- seeking views of parents on the care and education provided to continually

improve all outcomes for children.

The effectiveness of leadership and management of the early years provision

The setting provides outstanding care as the proprietor and staff are extremely effective in the organisation of a happy nursery school environment. Children's safety and welfare are exceptionally well promoted as staff are very confident in their knowledge of safeguarding procedures. Staff all attend safeguarding training and a detailed safeguarding and complaints policy supports nursery school practice. There are robust vetting, induction and appraisal procedures in place and updated criminal record bureau checks ensure staff's continuing suitability. Children play in complete safety as security and collection procedures are extremely good. Risk assessments and daily safety checks are thorough and regular fire evacuation practises enables staff and children to be confident in an emergency.

The small stable staff team are all extremely happy and friendly and work as a supportive team to provide a welcoming and stimulating environment for the children. They plan the sessions well so children are all busily occupied and exceptionally well supported in their play through a well balanced range of adult led and child initiated play. The key person system ensures that staffing ratios are maintained at all times and children are exceptionally well supported. Highly effective observations and assessments procedures provide information which staff use exceedingly well to guide planning. Staff work extremely hard to ensure the nursery school is set up and space is used very effectively to provide attractive enabling play areas. They realise the differing needs for children's development allowing them to freely use both the indoors to outdoor environment to encourage learning in all skill areas. The child-friendly environment is enhanced by the extensive range of displays of educational posters photographs and children's artwork including an interesting display of children paintings of the 'Three Billy goats gruff' story.

The nursery school has a strong commitment to working in partnership with parents and others involved in children's care and education. Staff have an in-depth knowledge of children's individual needs through their observations and positive partnerships. They are able to provide exceptional care for children with additional needs, as they work closely with all agencies supporting the children. Relationships with parents are extremely positive and they are very appreciative of all the staff do for their children with one parent wishing their child could stay forever. The staff have a strong commitment to equality and diversity. Children learn about diversity through planned activities and staff welcome parents into the setting to read favourite books to the children and share information about their cultures and adult roles in the community.

The highly motivated and dedicated staff team are committed to continuous development through continual reflection and attending training to build on skills and knowledge. They set themselves high targets to improve outcomes for children making effective use of local authority grants to improve equipment such

as low shelving units to enable children to self select resources and to extend and develop the outside play area, for example. Staff realise the benefit of reflective practice and complete self-evaluation documentation. Parents have not been actively involved in the assessing all outcomes for children though they do feedback about how well they feel their children's learning is developing at individual parents meetings. Feedback from the local authority audits and previous inspections are used very effectively to address issues, such as through the provision of more cosy areas for quiet reflection. A comprehensive range of policies and procedures and regulatory documentation is in place and effectively maintained.

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

Children make outstanding progress as they play and learn in an extremely well-organised, child-friendly, caring environment. Children play safely in the well-resourced play room and staff are very efficiently deployed to supervise them. Children have a strong sense of security; they receive high levels of sensitive adult support and are extremely confident, settled and relaxed within the nursery school. They learn about safe behaviour through gentle reminders. Children are warmly greeted daily by caring attentive staff, who they confidently approach for support. They show delight in exploring all the play areas as they look for bugs and hedgehog footprints with magnifying glasses outside or make large exciting constructions with large wooden building blocks inside. Children develop high levels of independence as they are able to self-select activities from the wide range of high quality toys and equipment, which is stored attractively on low-level shelving. Children actively explore the activities as staff organise the play areas extremely effectively through the imaginative use of storage and equipment. The outdoor play area is easily accessed so children move freely to continue their learning outdoors.

Children use their imagination well as they play developing role, play scenarios to favourite stories such as Sleeping Beauty. They have fun playing with musical instruments and they listen carefully to staff and adjust the level to play quietly when asked. Children are confident with numbers and their awareness of counting is reinforced through fun activities, such as singing songs. Children learn about diversity through activities such as those based around the Chinese New Year and Easter. They learn about their local community through visitor such as fire-fighters and from local outings. Children show a good understanding of letter sound links as they identify, the initial letter sounds in words. Some older children ably write their names; younger children enjoy the opportunity to mark make as they write on chalk boards or paint.

Children's emotional well-being is very effectively supported through meaningful praise, extremely affectionate language and appropriate cuddles from kind, caring attentive staff. Children are settled and happy and demonstrate exceptionally positive behaviour. They readily share resource to dig in the garden and water the seeds they have just planted and take turns when using the remote control car.

This is reinforced very effectively as staff notice them share and provide meaningful praise. All children are treated with equal concern and they know their efforts are valued as their artwork is attractively displayed throughout the nursery school.

Children are very cooperative as they feel secure with familiar routines. They happily help set the table for snack bar, carefully carrying plates and cups. They patiently wait their turn, after washing their hands, as all chairs are occupied at the table. Staff use snack times to reinforce healthy lifestyles talking about healthy food. Children's water bottles are freely accessible throughout the sessions. Staff further develop children's awareness as children excitedly dig in the vegetable plots, finding worms and one of last years carrots, and choose what to grow this year. Children have excellent opportunities to develop and maintain healthy bodies through daily exercise and they very ably manoeuvre wheeled toys, kick and throw balls and enjoy parachutes games, for example. Children and staff dance and sing exuberantly to music and movement songs as they practice for the Easter show.

Children participate in a wide range of interesting and challenging activities to develop their knowledge and skills which staff effectively link to the Early Years Foundation Stage curriculum. Children make outstanding progress in their learning due to extremely effective teaching techniques and skilful staff interaction in extending and developing learning through play. Children's next steps are effectively planned for as staff make regular recorded observations. They use these together with their in-depth knowledge of the children to provide an exciting range of learning experiences through a good balance of adult led and child initiated play. Summative assessment records are regularly shared with parents to keep them fully involved with their child's learning. Children are developing skills to enable them to fully participate in learning for the future through the interesting stimulating range of activities provided across all areas of learning.

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

The quality of the provision in the Early Years Foundation Stage	1
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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