

Whitchurch Pre School Nursery (Shropshire) Ltd

Inspection report for early years provision

Unique reference number	EY416501
Inspection date	22/03/2011
Inspector	Sarah Rhodes

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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

Whitchurch Pre-school Nursery opened in 2002 and was taken over by the present owner in 2010. It operates from five group rooms in an old school building. Children have access to enclosed outdoor play areas. The nursery is situated on the outskirts of Whitchurch. It is open each weekday from 7.30am to 6.00pm for 52 weeks of the year.

The nursery is registered on the Early Years Register, the compulsory and voluntary part of the Childcare Register. A maximum of 58 children may attend the nursery at any one time. There are currently 72 children aged from five months to under five years on roll, some in part-time places. The nursery supports children with learning difficulties and/or disabilities and children with English as an additional language.

There are 15 members of staff, six of whom hold appropriate early years qualifications to National Vocational Qualification Level 3, five staff hold appropriate early years qualifications to National Vocational Qualification Level 2. The manager holds a Level 5 qualification and the owner holds a Level 6 qualification and Early Years Professional Status. A number of staff members are working towards additional higher qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery has several key strengths, it has a strong well motivated and highly organised leadership team, which is developing a robust organisational base for the nursery to develop from. Staff are well qualified and the attending of further training and gaining further qualifications is supported and very actively encouraged. Robust observation and assessment processes feed into contemporaneous activity planning. This ensures children get a well balanced learning experience, whilst still using individual children's interests as a starting point. Children's attitude to learning and their care for one another is excellent, they thrive and grow in confidence.

What steps need to be taken to improve provision further?

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

- implement enhancements to the outside play space to develop children's exploration of nature and to enhance varied use for all groups of children including babies
- develop links with all other Early Years Foundation Stage providers who provide care for the children who attend the setting to exchange information to enhance provision planning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through a clear management structure which ensures staff understand their responsibilities. A written safeguarding procedure is in place and staff are helped to understand the importance of them acting if they are concerned about children's safety, for example, displays in group room help staff deepen their understanding of safeguarding processes. The nursery has just introduced a whistle blowing policy which heightens staff's knowledge of their personal responsibility to safeguard the children. Appropriate recruitment procedures and induction processes ensure staff's suitability is established. The very stable and long standing staff group has its ongoing suitability assessed through appraisals and that identify any training requirements. High importance is placed on staff's ongoing training and the well qualified staff group continue to develop their knowledge through additional training. The building and grounds are safe and secure and staff manage the entry of parents and visitors. Staff have a clear understanding of risks within and outside of the building and written risk assessments for the building, grounds and any outings are completed and reviewed regularly. Individual rooms have notices which remind staff of key risks in that area.

Required policies and procedures are in place to help with the safe and smooth management of the setting. The senior management team have successfully draw up action plans for improvements to the nursery as a whole. Staff have been included in this process and have implemented ideas to improve the direct provision for children. A formal self-evaluation is being developed out of the action plans and responses to parental questionnaires.

Parent partnerships are seen as crucial to the staff team as parents and extended families are made very welcome, for example, grandparents visited for a 'Grandparents Day' which allowed them to spend time in the nursery and try some of the nursery food for themselves. Changes have been made to the office space to provide a comfortable and private space where parents can talk to staff. Policies are shared with parents, along with daily sheets or daily diaries, newsletters and parent boards to keep parents up-to-date with latest news and topics. Parents are confident about how to access their child's development files and appreciate the twice yearly parents evenings which give an unhurried opportunity to discuss their child's progress with the key worker. Partnerships in the wider context are used to develop the quality of education and care, links with other professionals are used to gain information on how best to help children with additional needs and ideas about best practice. The nursery is aware of the need to develop links with other providers of the Early Years Foundation Stage to the children who attend the nursery to provide continuity of care and gain a fuller picture of the child's development. They have successfully forged links with the local school to coordinate their assessment systems, and teaching methods, such as their phonics work, to support children's transitions into reception classes.

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

The nursery promotes children's learning, development and welfare very well. The well supported and highly trained staff group actively use the Early Years Foundation Stage and demonstrate a good understanding of their planning and assessment processes. They review and adapt their observation and assessment systems to ensure they support the identification of children's learning priorities. Staff use a mixture of short and long observations to build a picture of children's development. Practical systems are in place to measure and record children's progress and clear processes help staff use their knowledge of their key children to inform the planning of activities that will support children's learning. Staff review children's progress by drawing together information of children's abilities under the six areas of learning on a regular basis. They make clear assessments of whether children are making adequate age appropriate progress towards all aspects of the early learning goals.

Children are very well settled and have excellent attitudes to learning. Children in all rooms display high levels of concentration and cooperation as they relish their time in the setting. Story times are interactive and engaging, which ensures children's love of books is developed. Older children confidently use their new knowledge of phonic sounds and letter recognition. They grow in independence as they make choices about the activities they want to undertake and older children discuss with confidence what they have done in a small group at the end of the session. Young children play harmoniously, whilst older children actively support one another during recall time, listening with interest to each other or helping a child visiting from the toddler room to recall what she had done. Staff take advantage of the all weather outside surface to use the outside area as a learning environment on most days with a range of traditional outside activities being made available. However, the organisation of the outside play space with its large grass area and all weather surface currently restricts staff's ability to introduce children to plant growing outdoors on anything but a small scale. The babies access the outside space on an infrequent basis. Numbers, shape and size are introduced as part of daily activities as the children, for example, count the number of bricks in the tower they build. Children are introduced to other cultures through activities based around cultural festivals that are of significance to them and a range of meals or food tasting sessions with influences from around the world.

Staff are confident in their ability to provide a tailored service for all children including those with additional needs. They have an excellent understanding of the needs of children with food allergies and other medical conditions, they adjust the routine or care to accommodate children's individual requirements. Children benefit from a dedicated cook employed to provide a healthy range of appealing snacks and meals which are prepared from fresh ingredients. Older children serve themselves which encourages them to try new tastes and extend the range of foods they enjoy. Good hygiene practices are introduced to children through everyday routines. Children are shown how to keep themselves safe through clear rules which are carefully explained, they demonstrate a good understanding of how to minimise any risk presented, for example, when handling scissors or playing with

sand. Staff manage the children's behaviour in very positive ways and a calm orderly atmosphere pervades the nursery. Children are able to make good progress in developing skills for the future and the move to school or another provision when the time comes.

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	1
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met