

# Feckenham Nursery School

Inspection report for early years provision

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**Unique reference number**

EY355566

**Inspection date**

22/03/2011

**Inspector**

Sally Wride

**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*.

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## **Description of the setting**

Feckenham Nursery Limited opened in 2007. It operates from Feckenham Village Hall near Redditch, Worcestershire. The setting serves the local area and has strong links with the local school. There is a play area available for outdoor play and children engage in weekly Forest School sessions at the site of the local school.

A maximum of 26 children may attend the setting at any one time. There are currently 37 children attending who are within the early years age range. Of these, 25 children receive funding for early years provision. This provision is registered by Ofsted on the Early Years Register.

The setting supports children with special educational needs and/or disabilities. The building is accessible via steps at the front of the building and ramp access to the side of the building. The group opens five days a week during school term times. Sessions are from 9am until 4pm on a Monday, Tuesday, Thursday and Friday and from 9am until 1pm on a Wednesday. Children are able to attend for a variety of sessions.

The setting employs eight members of childcare staff. Of these, five hold appropriate early years qualifications to National Vocational Qualification level 2 and 3. There are three members of staff currently working towards a recognised or higher level early years qualification. The owner and manager of the setting is currently working towards a degree level qualification. The setting receives support from the local authority.

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

Overall the quality of the provision is good.

Children's unique welfare, learning and development needs are extremely well met in this fully inclusive nursery setting. They significantly benefit from a vast range of stimulating and exciting activities and opportunities that help them to make excellent progress in their learning and development. Highly positive relationships between staff, children's parents and professionals from external agencies contribute significantly to the high standards achieved and ensure children receive individualised opportunities. Relationships with other providers delivering the Early Years Foundation Stage are developing well to support children's learning and care. Effective systems of self-evaluation ensure that the setting's strengths and most areas for development are identified. Clear plans are in place for the future development of the setting to ensure continuous improvements are made for the benefit of the children who attend.

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

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

- extend the risk assessment to ensure it covers anything with which a child may come into contact
- develop further relationships with other providers delivering the Early Years Foundation Stage to ensure continuity and coherence for children receiving education and care in more than one setting.

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

Children's welfare is promoted and safeguarded within this nursery setting. Managers and staff are fully committed to promoting children's safety and understand their roles and responsibilities in relation to protecting children from harm. Written safeguarding policies and procedures are robust and meet with Local Safeguarding Children Board (LSCB) procedures. They are openly shared with children's parents and all staff have a clear understanding of the action to be taken in the event of a concern about a child in their care. Effective recruitment, vetting and induction procedures are well implemented to ensure those working with children are safe and suitable. Although written risk assessments have been conducted, these have not been extended to cover everything with which a child may come into contact. As a result, recent changes to the outdoor area have not been assessed in terms of their risk to children. However, children are cared for in a safe environment and benefit from good levels of staff supervision and support in their care and play. Children display an excellent awareness of safety issues and recognise and understand how to keep themselves safe. For example, they are fully involved in helping staff to check the outdoor play area for any safety concerns before playing outdoors and understand the agreed rules of the setting.

Children benefit from the excellent relationships in place between the staff and their parents. Every step is taken to involve parents in decision-making processes. For example, they are fully involved in identifying and planning for their children's current and future learning and are well consulted to ensure their views are gained when new policies and procedures are implemented. Parent's views are welcomed and ongoing exchanges of information ensure all involved in children's care are well informed. Parents benefit from well-presented noticeboards which include detailed information about the setting and the staff team, and they have access to an excellent parent resource pack that provides information about childcare and development in general, such as how to manage children's behaviour. Parents receive regular informative newsletters and are also sent regular emails to ensure they are kept extremely well informed of planned activities and events. Partnerships with other professionals from external agencies are well established and strongly contribute to children's achievement and wellbeing. This ensures that every child receives support in line with their unique care and learning needs. Steps have been taken to ensure information is sought and exchanged with other providers delivering the Early Years Foundation Stage for children attending more than one early years setting. However, these communications have not been developed to ensure information about children's ongoing needs are shared.

The manager and her staff team work extremely well together and have a

thorough knowledge and understanding of the Early Years Foundation Stage. They implement this with great success and are committed to ensuring children receive high quality care and education. Together they work with parents, children and other professionals to evaluate the service provided. They have a good understanding of their many strengths and most of the areas in need of development. They demonstrate strong commitment to continually improving the provision to promote outcomes for children and have clear plans in place for further improvement. For example, they are keen to strengthen their relationships with other providers delivering the Early Years Foundation Stage to better support children attending more than one setting. Positive action has been taken to address both recommendations raised at the previous inspection which has positively impacted on children's care and learning. Staff benefit from annual appraisals which successfully identify their training and development needs. They have very good opportunities to attend short training courses and to build on the qualifications they already hold. Staff are skilled in their work with children and are very well deployed to ensure children receive support in line with their unique learning and development needs. They actively engage in children's play, asking children questions to encourage and further their thinking. The setting is fully inclusive and all children receive care and education that is tailored to meet their individual needs.

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

Children are eager to attend nursery and make significant gains in their learning in relation to their starting points. Highly effective planning, observation and assessment systems ensure children receive an excellent range of activities and opportunities that are tailored to meet their unique needs. As a result, children make outstanding progress in their learning and develop skills that will help them in the future. Children's ideas are greatly valued by staff and they are enabled to play a full role in planning their learning environment and the activities on offer. This results in children showing great enthusiasm for their learning and all are keen to become involved and involve others in their play and games. Children are articulate communicators and benefit from communication methods that support their individual needs. For example, visual timetables and flashcards are used to support children with special educational needs and/or disabilities. Children are confident and settle quickly upon their arrival. They enjoy strong relationships with the trusted staff and their peers and display high levels of confidence, independence and self-esteem. They work exceptionally well alone and cooperate well with their peers.

Children show a strong sense of security and feel safe at nursery. They demonstrate an excellent understanding of expected behaviours, which are reiterated extremely well by staff. As a result, children's behaviour is exemplary and they develop a strong understanding of the consequences of their actions. Positive praise and encouragement fosters their self-esteem and they cooperatively play, share and take turns with their peers. Children safely use tools such as scissors and understand how they should handle these in order to keep safe. Children are extremely confident and competent in communicating their thoughts

and emotions to their peers and staff. For example, they talk about what makes them happy, sad and why, and receive excellent levels of support from staff as they rationalise their thoughts. Children take part in regular fire evacuation practices which supports their understanding of the actions to take in the event of an emergency and they also benefit from learning about road safety when they go out in the local community for a walk.

Children enjoy a vast range of healthy and nutritious snacks which meet with their individual dietary needs and offer variety and choice. They make independent decisions about when they would like their snack in the cafe area and enjoy this sociable occasion with their peers and staff. Children who stay for their lunch consume packed lunches from home, which are appropriately stored before being offered to children. Children have superb opportunities to learn about sustainability and healthy living as they plant, tend and harvest a range of vegetables in their allotment. They thoroughly enjoy tasting their produce, such as courgettes, and learn about the importance of eating a healthy diet. They have excellent opportunities to develop their physical skills and control. They are able to choose whether they would like to play indoors or outside and freely flow between the two areas. Outdoors, they paint, skip with hoops and enjoy getting wet in the water tray. Indoors, they have great fun playing on the slide and enjoy group sessions where they dance in time to Indian music, creating patterns and shapes with ribbons. They openly talk about the effect exercise has on their bodies and recognise they should regularly have a drink to keep their bodies hydrated. Their understanding is extremely well supported by staff who introduce children to ideas about their vital organs and how exercise can help to them keep healthy and strong.

All children are valued as individuals and they engage in a wide range of activities and experiences which helps them to value diversity. For example, they frequently take part in charity events to raise money for those less fortunate than themselves and explore many cultural festivals throughout the year. Their creativity is developed through arts and crafts and their imaginations develop in the well-resourced role play area and as they create stories with puppets and small world toys. They enjoy listening to stories, develop a love of books and confidently explore the different sounds they can make with a range of musical instruments. Children's problem-solving skills are developing extremely well, for example, as they investigate images using the light box, sorting and matching these according to their corresponding pictures. They explore cause and effect as they investigate how they can create different colours as they place different coloured paddles together. They develop skills when using the computer, operating the mouse to make characters move around the screen. Children develop a sense of personal identity and talk freely about their home and the community. They thoroughly enjoy looking through many photographs of their friends and siblings who have attended nursery in the past, talking about what they see.

## 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	1
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	1

### 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>	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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