

# Willowdene Nursery School

Inspection report for early years provision

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| <b>Unique reference number</b> | 113831  |
| <b>Inspection date</b>         | 04/04/2011  |
| <b>Inspector</b>               | Alison Kaplonek   |
| <b>Setting address</b>         | 1 Tangmere Road, Tangmere, Chichester, West Sussex,<br>PO20 2HW |
| <b>Telephone number</b>        | 01243 530720  |
| <b>Email</b>                   |   |
| <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.

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

Willowdene Nursery School opened in 1990. It operates from privately owned premises, in a residential area of Tangmere. The nursery is accommodated in several rooms on two floors of the building. There is a purpose built baby unit linked to the original nursery by an entrance lobby and the art room. There are fully enclosed gardens available for outside play with soft play surface areas.

There are currently 89 children on role, this includes 28 in receipt of nursery education funding. Children attend full or part-time days. The setting is able to support children who have learning disabilities and/or difficulties and who speak English as an additional language. The nursery is open 50 weeks a year, excluding bank holidays, operating Monday to Friday from 08:00 until 17:30.

There are 10 practitioners who work full-time with the children, of which five hold at least an NVQ level three qualification, with three other practitioners currently working towards qualification. The nursery receives support from the Early Years Development and Childcare Partnership (EYDCP) and the Pre-School Learning Alliance (PLA).

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare and learning needs are generally well met and they are settled, happy and enjoy their time at the nursery, making sound progress in their learning. Children have easy access to a wide range of resources and many are confident and have good levels of self-esteem. Systems to keep children safe are sound, although some documentation required for the safe and efficient management of the setting and to fully meet the needs of the children lacks accurate detail. There is no system in place for evaluating and monitoring the provision or the outcomes for children to enable continuous improvement to take place.

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

To meet the specific requirements of the EYFS, the registered person must:

- maintain an accurate daily record of the names of children looked after on the premises and their hours of attendance (Documentation) (also applies to both parts of the Childcare Register) 23/04/2011
- conduct a risk assessment to identify any hazards to children when on outings. Maintain a record of these risk assessments to ensure children's health and 23/04/2011

safety is fully promoted.

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

- ensure that the safeguarding policy includes the procedure for referring concerns to the Local Safeguarding Children Board (LSCB)
- develop and implement a self-evaluation system, to monitor the provision and outcomes for children and to ensure areas for improvement are easily identified to enable continuous improvement
- carry out regular staff appraisals to identify the training needs of staff and ensure their continuous professional development
- develop further the working relationships with parents to include the gathering of information about each younger child's interests and capabilities
- analyse and keep up-to-date the observations and assessments made for babies and toddlers and use these to plan accurate next steps for individuals and groups of children.

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

A satisfactory range of policies and procedures are in place and most documentation and records are completed to ensure children's health and safety needs are sufficiently well met. However, records do not accurately show which children are on the premises or their hours of attendance. Staff and management have a sound knowledge of how to protect children and ensure that they are adequately safeguarded. They have a safeguarding children policy and procedure in place although this does not include the local safeguarding children procedures and how to contact local services should a referral need to be made. Although risk assessments are carried out on the premises and some outings, they are not in place for the school pick up of the older children.

Management ensure that staff are appropriately vetted and that induction procedures are in place to ensure all adults working with children are suitable to do so. All staff are encouraged to access training and a suitable number are trained in first aid and child protection. However, staff do not at present have regular appraisals to help identify these training needs or to ensure their continuous professional development. Although management and staff are aware of some areas for development, they do not monitor or evaluate the effectiveness of their practice to successfully improve the outcomes for all children.

Staff organise the learning environment well and ensure that children can move freely and gain easy access to the good range of interesting resources both indoors and outside in the interesting garden environment. They ensure that children are provided with an inclusive environment and that they have access to a range of resources which enable them to learn about valuing each others differences.

Parents are kept sufficiently well informed about their children's routines and the

Early Years Foundation Stage, via information displayed on notice boards and through discussion with staff. All parents receive a handbook detailing general information about the setting and the policies and procedures. They complete various consent forms and provide information about their children's health and welfare needs, assuring that all children are kept safe. Some parents are asked to complete the All about me forms provided by the local authority, which informs staff about each child's interests and capabilities.

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

Children are happy, settled and gaining in confidence. They quickly settle to the routines of the day, and independently make choices from the wide range of resources available. Staff organise the learning environment for babies and younger children so that they can easily access resources and activities and initiate their own play. The learning environment for older children is interesting and welcoming and resources are clearly labelled so that children know exactly where to find particular items. Babies and toddlers enjoy the support from staff who join in their play. They concentrate well as they listen to stories and clap hands while they sing songs. They enjoy the water play and painting pictures. Many use the outdoor equipment confidently, pushing the prams or riding the trikes.

A new assessment and planning system has recently been implemented and staff are beginning to gain in confidence as they make observations and identify the areas of learning and next steps for children. However, the systems for observing and assessing babies and some younger children's progress are not always kept up-to-date or analysed to enable clear assessments to be made. Planning for younger children is informal and consequently some staff are less clear about the learning intentions of activities for individuals or groups of children.

Older children behave well and respond to reminders from staff to wash their hands or take turns. Many are beginning to be independent and some take themselves to the toilets or put on their own coats before going outside. Older children enjoy stories in groups and concentrate well and many are beginning to count as they play games or talk about shape and size as they use construction kits or make models. Many attempt writing for a purpose and can recognise their names. All children develop their physical skills as they enjoy the good range of activities provided outside. They dig confidently in the sand, as they build their own walls with bricks or manoeuvre the controls on the small digger to move the sand from area to area. They scoot, climb and slide and many have a good sense of balance as they use the small two wheeled bikes. Children have access to ICT equipment such as bee bots and a computer.

Children's health and safety is well promoted. They make a positive contribution to their own care and learning. They follow good hygiene routines when visiting the toilets and know to wash hands before they eat. Babies health and safety is assured and they are protected from the spread of infection as staff wear gloves when nappy changing and wipe children's hands before lunch. Their safety is

ensured as staff carefully monitor them as they sleep. Parents of younger children are given clear feedback forms each day detailing the food eaten and naps taken. Children are provided with healthy and nutritious snacks and a healthy cooked meal at midday. They are frequently offered drinks. Children talk about keeping themselves safe as they use the outdoor equipment. All children and staff take part in fire drills to ensure safe evacuation of the building.

## 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

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| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

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

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 3 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 3 |
| The effectiveness of safeguarding  | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships  | 3 |
| The effectiveness of the setting's engagement with parents and carers                                | 3 |

### The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
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### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 3 |
| The extent to which children achieve and enjoy their learning    | 3 |
| The extent to which children feel safe                           | 3 |
| 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       | 3 |

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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report ( documentation) 23/04/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report ( documentation) 23/04/2011