

Bovington Nursery School

Inspection report for early years provision

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27/04/2011

Inspector

Catherine Sample

Setting address

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Telephone number

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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

Bovington Nursery School was established in 1979 and operates from a converted army barracks building situated in Bovington, Dorset. Children have use of five play rooms, a large hall and a sensory room. They have access to several enclosed outdoor play areas. Children attending come from the local community, the surrounding villages and town of Wareham.

The nursery school is registered on the Early Years Register to care for a maximum of 95 children in the early years age group. It is open each weekday from 9:00 am to 3:00 pm during term time. There are currently 124 children on roll. The nursery cares for children who have learning difficulties and/or disabilities and those who are learning English as an additional language.

A team of 20 staff work with the children. Most staff are qualified and those who are not are attending training. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall children are settled and safe in this welcoming and stimulating environment. Their unique needs are recognised and met effectively due to the close working partnership between staff and parents. All children are fully supported to join in with activities and play a full role within the nursery whatever their individual requirements or background. Staff monitor and evaluate the quality of the provision and share a commitment to improving outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further staff understanding of how to value linguistic diversity and provide more opportunities for children to develop and use their home language in their play and learning
- develop systems to maintain a regular two-way flow of information with other providers to ensure a shared approach to children's care and learning.

The effectiveness of leadership and management of the early years provision

The well-qualified staff are managed effectively and share a positive outlook and dedication to continuous improvement. They undertake regular training to update their skills and help to monitor and evaluate the provision to identify any areas

they feel could be improved. Staff deployment is managed well which ensures that ratios are always met and children are supervised at all times. The nursery is well-organised. All necessary policies and procedures are implemented effectively and all required records are kept securely. The wide range of resources are arranged to ensure that children can access them easily and care is taken to ensure that they are sustainable, such as using shells, fir cones and recycled storage trays. All staff have completed training on safeguarding which helps them to identify children at risk of harm and take robust measures to protect them. Thorough daily safety checks of all areas and an overall risk assessment of the premises, which is reviewed annually, ensure that children are cared for in a safe environment. Children are also encouraged to make risk assessments themselves which helps them learn to about potential dangers.

Children benefit from the close working relationship between their parents and the staff. The nursery takes positive steps to engage parents in their children's learning. They can make their own observations of their child's progress at home and are asked to do things, such as taking photographs of children's cress as it grows at home. Staff make time to talk to parents about their children's achievements informally and regular reviews are also offered. The nursery also works in partnership with other agencies, such as social workers and health visitors, to ensure key information is shared. They work with some other providers where children attend more than one setting to ensure a shared approach to children's care and learning but this is not consistent. Staff are aware of children's unique needs and backgrounds and this allows them to take positive steps to support them. Children with learning difficulties and/or disabilities are fully included in the provision using 1:1 support and aids, such as visual timetables. Children who are learning English as an additional language are also supported well by staff who ensure that they quickly learn routines and get involved in activities with other children. Some staff help children feel welcome by learning key words in their first languages and by planning activities, such as listening to language CD's with all the children. However, different languages are not always fully valued and opportunities for children to develop and use their home language in their play and learning are not always fully explored.

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

Children feel safe and secure in the setting. This is demonstrated by the way in which they confidently move between the indoor and outdoor play areas and interact with staff and adults. They are learning about how to keep themselves safe as they make their own risk assessments and talk about safety issues, such as running indoors. They are also learning about healthy lifestyles. They talk about their hand-washing routines and discuss how drinking milk makes their bones grow big and strong. They are growing fruit and vegetables and do regular cookery activities which help them to learn about healthy eating. They are self-assured and independent. They confidently chat to adults and ask about what they are doing. They enjoy good relationships with one another and work well together in activities such as transporting soil and tidying away toys. They are well-behaved and able to

share and take turns in activities, such as snack time.

Children are enthusiastic and active learners. The nursery has developed facilities for most children to move freely between the indoors and outside play areas and this has extended the opportunities for them to explore freely. It has also increased their opportunities to make choices about what they want to do and pursue their own interests. They explore different materials, including bark, sand and soil and enjoy painting large cotton sheets hung up on the fence. They are learning about nature as they grow their own plants, observe the horses that are stabled next door and look at insects that they find in the garden. They are also finding out about the world around them as they see images of children from around the world and with disabilities and find out about other cultures. They are developing good skills for the future. They use various types of technology, including computers, digital cameras and the photocopier. They are learning to communicate well and most are confident speakers. Younger children are encouraged to learn new words and staff and children chat as they work and play. Children have good opportunities to practice early writing skills, such as signing themselves in on a registration sheet, and enjoy looking at books in comfortable book corners in each room. They talk about size, shape and number in various activities and staff encourage them to solve problems, such as what to do when the play house falls over. Staff ensure that children make good progress by making regular observations of their achievements and using this information to identify the next steps they need to take. This information is used, in conjunction with children's interests and own ideas for activities, to ensure that planning takes account of individual learning needs.

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	3
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	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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