

Filgrave Nursery

Inspection report for early years provision

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Inspector

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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

Filgrave Nursery is part of Filgrave School, near Newport Pagnall, Buckinghamshire. The nursery was registered in 2010. It operates from two designated rooms and serves children from the local village and the surrounding areas. There is an enclosed area available for outdoor play. The nursery is registered on the Early Years Register.

The nursery operates five days a week, term-time only. Children may attend from 8.00am until 3.30pm, or for a variety of shorter sessions. There are currently 31 children on roll aged between two and four years old, all of whom are in the early years age group. The nursery is in receipt of funding for the provision of free early education for three and four-year-olds. The nursery employs three staff to work with the children, all of whom hold a suitable childcare qualification and one member of staff has qualified teacher status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children experience a good range of activities and play opportunities, which promote their learning and development well. They thoroughly enjoy being able to spend most of their time outside. Generally children behave well. The outdoor area is used effectively as an extension to the indoor learning environment. Good strategies, such as strong partnerships with parents, enable staff to meet children's individual needs. Staff have forged links with most of the other settings that children attend and have sound strategies in place to support children with their transition on to school. Inclusive practice is promoted well. Good strategies are in place to evaluate the effectiveness of provision and to drive continuous improvement in the group.

What steps need to be taken to improve provision further?

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

- improve the organisation of large group activities to encourage children's involvement and to promote positive behaviour
- further develop links with the other settings that children attend, particularly childminders, to ensure relevant information is shared relating to children's progress and development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because there are good systems in place to promote children's safety. Staff have a good knowledge and understanding of the child protection policy and procedures. Robust recruitment procedures ensure staff are suitable to work with children. Staff undergo a clear induction procedure, which ensures they have a good understanding of their role and responsibilities. Thorough risk assessment of the premises ensures that hazards are identified and action is taken to minimise any risk of harm to children. Space is used well and children enjoy the freedom to play inside and out. Toys are regularly checked and action is promptly taken to remove any damaged resources. Children's safety on outings is a high priority of the group and good strategies are in place to ensure children's wellbeing.

Good strategies are in place to promote children's good health. Children who fall over in the outdoor area are comforted by the gentle staff and they quickly resume their play. Accident and medication records are maintained in clear detail and information is shared with parents, which informs them of events. Staff adopt good hygiene procedures within their daily routines. A robust sickness policy, such as the exclusion of children when ill, reduces the spread of illness. The sickness policy is shared with parents to ensure they are fully aware of when children may attend.

Staff promote good relationships with parents. Home diaries are completed on a daily basis, which keep parents informed on how children have spent their day. Good systems are in place for settling children into the provision and parents are welcomed to stay for as long as it takes for their child to feel at ease. Parents make positive comments about the provision, particularly that the staff are approachable. They feel informed about children's progress and that their children are happy. Staff encourage parents to play an active role in children's learning. For example, parents are encouraged to share children's achievements and interests at home, which may be incorporated into the planning system. Good strategies are in place to support children with special educational needs. Staff have a positive attitude towards working with external agencies to support children. Appropriate links are being forged with other settings that children attend, such as other pre-schools and staff have suitable strategies in place to smooth children's transitions on to school. However, staff are yet to develop strong links with the childminders that children attend in order to share information and to work in partnership in promoting children's learning and development.

Staff make effective use of training to ensure they are continually updating their knowledge of early years. An action plan is in place, which helps drive improvement. Regular staff meetings enable staff to discuss practice issues and promotes team working. Staff are continually evaluating the success of the learning environment and are currently implementing a shape area outside.

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

Children are happy and generally engage well in activities. Good strategies are in place to aid children's settling and staff are attentive towards children when they first attend. Children approach the staff with confidence and frequently involve them in their play. They are developing good language skills because the staff frequently engage them in discussions. Children enjoy a wide range of opportunities, both adult-led and of their own choosing. Activities promote children's development across the six areas of learning. Resources are accessible and enable children to make choices and to self-select. Staff deploy themselves well to support children during their play. Good strategies are in place to identify children's starting points on joining the group, with information gained used in the planning for children's next steps. The planning system takes into consideration children's interests. For example, children showed an interest in finding bugs outside and as a result, staff planned a theme around mini-beasts. Comprehensive systems are in place to assess and monitor children's progress. Parents are regularly invited to open events whereby staff are able to share children's development records and discuss future targets.

Children particularly enjoy being outside where they benefit from being physically active in the fresh air. They are developing good coordination skills as they enthusiastically run around and play on the scooters and tricycles. Once a week a dance teacher attends the group and encourages children to gain control of their movements and to move with a purpose. Some children enjoy taking off their shoes and socks and playing in the large sandpit. Other children enjoy putting on wellington boots, splashing their feet in a water tray and looking at the patterns on the ground as they jump around on the tarmac. Children are gaining good hand-eye coordination skills. They enjoy building castles with big bricks and work together to build a door and windows. On the completion of their tasks, children enjoy giving staff a high-five in celebration of their achievements.

Staff make small group activities fun and as a result, children are generally keen and eager participants. However, when children come together to participate in a large group activity, such as singing or P.E., there is not always sufficient resources available and the activities are at times too long. This has a negative impact on children's behaviour as they become restless and distracted. Children experience good opportunities to develop an understanding of diversity. They celebrate a wide range of cultural festivals and have access to a good range of resources that depict positive images of race, culture and disability.

Staff gently remind children to use their hands when coughing and regularly wipe their noses to prevent the spread of germs. Children are encouraged to lead a healthy lifestyle. They regularly wash their hands, particularly before eating and they talk about the importance of ensuring their hands are clean. They benefit from healthy snacks of fruit and drinks are readily available. Children experience good opportunities to count at snack time. For example, staff encourage children to help themselves to a certain number of pieces of banana and orange and ask children to re-count when they have taken too many. Children are gaining some

independence at snack time by pouring their own drinks. Staff encourage parents to provide healthy options in their lunch boxes. Children are developing a good understanding of danger. They regularly practise the emergency evacuation drill and talk about road safety on outings. Staff implement new rules to overcome hazards, which are steadily being reinforced with the children. For example, to prevent the bikes and scooters from blocking the doorways staff have painted a boundary line on the tarmac that should not be crossed with the equipment.

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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| 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

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|--|---|
| 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

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| 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 | 3 |
| The extent to which children develop skills for the future | 2 |

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