

Teddy Wilf's Nursery School

Inspection report for early years provision

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Inspector	Christine Clint

Setting address	St. Wilfred's Church Community Hall, Durnford Close, Chichester, West Sussex, PO19 3AG
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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

Teddy Wilf's Nursery School opened in 2010. It operates from a community hall in the Parklands area of Chichester in West Sussex. The nursery school provides sessional care for 26 children from two years to the end of the early years age group. It is open each weekday from 9.00am to 12 noon, during term time and has sole use of the premises during the hours of operation. Children use the large hall and have easy access to a secure, purpose built, outside play area. The nursery is registered on the Early Years Register and both parts of the Childcare Register. The setting provides funded educational places for children aged three and four years. Staff support children with learning difficulties and/or disabilities. There are currently four staff working with the children, three staff are qualified in early years childcare and education. The nursery has 25 children on roll who are all in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery school organisation has satisfactorily improved because the provider has taken decisive steps to make changes. Overall, there are newly introduced planned routines, which encourage children's positive participation and promote a stronger balance of adult-led activities. This has successfully increased the level of interaction between staff and children. Staff knowledge and understanding has also increased, although systems for staff appraisal and self-evaluation are still developing to ensure the progress of the nursery. There are well established links with parents and carers and these have further developed to ensure that individual children's learning and progress is monitored and promoted.

What steps need to be taken to improve provision further?

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

- carry out regular staff appraisals to identify training needs and continue professional development
- develop systems of self-evaluation to identify the strengths and weaknesses of the provision and maintain continuous improvement
- help children who find it difficult to get on with others by showing them how to play and be friendly with other children.

The effectiveness of leadership and management of the early years provision

The nursery is effectively maintaining all regulatory systems for safeguarding and ensuring children's welfare is protected, because the provider is following procedures for checking all staff and holding records; these continue to be established and in place. A full range of policies and procedures for managing the provision are also available and very clear records show staff and children's attendance. There are comprehensive procedures for referring any concerns about children and for following any allegations against staff. The risk assessment records are now completed and available and these show how children are safeguarded during different activities, daily routines and on outings. Staff check all areas of the building and the outside play area on a daily basis and records are dated. All permission from parents is clearly recorded and confidentially stored for individual children; the provision of documentation fully supports children's safety and well being and ensures that parents are well informed.

The provider has developed a stronger ability to recognise and implement changes within the provision and these have taken place, resulting in altered daily routines and staff responsibilities; this has benefitted children and has also enhanced the level of team work. Regular staff appraisal systems have not yet been implemented, however staff have well-planned processes to ensure they are maintaining their key person roles. The routines for monitoring children's individual learning are now established and more strongly linked with parents and carers. Staff show they are clearly recognising and recording children's progress because observations are spontaneously noted during any activity or routine. These are now effectively linked with children's next steps in development and this increases individual children's opportunities for making progress. The nursery has improved staff knowledge and understanding through training sessions and this is very evident in the increased levels of interaction taking place during free play. Staff have notices displayed that link with the training, for example, making eye contact, being on children's level, asking relevant questions without challenge and commenting on activity. Appropriate communication has rapidly increased and staff show more confidence in engaging with children's play to raise their enthusiasm.

The nursery has substantially increased the range of resources available to encourage children's interest and to generate play; these are organised in all areas of the hall and in the new purpose-built outdoor play area, which has created high levels of enthusiasm amongst the children. There is ample freedom and choice for children, they are learning to follow some newly introduced group times and these changed routines encourage most children to learn about the boundaries and work together. The nursery has included some resources to promote diversity and encourage children's understanding of differences, for example, they have also welcomed the involvement of parents with particular knowledge about other festivals and celebrated with foods for Jewish New Year.

The partnership with parents and carers is soundly established and parents are keen to show their appreciation. They have recognised the recent improvements to the provision and are now becoming regularly involved with their children's

learning and progress; parents are fully informed about the nursery activities and routines. They know their child's key worker and agree together on children's next steps in progress. The established partnership with the early years network has fully promoted the nursery's improvement and this has benefitted the provider, staff and children. The provider shows a clear understanding of how to access specialist advice and guidance when required and to meet individual children's needs. Links with other providers are established and information is shared when children transfer. The nursery is in the process of arranging visits with local schools to ensure children's smooth transition.

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

Children now group together at the start of the morning, they are becoming used to new routines to enhance their understanding of safety and belonging. They are informed about the activities available and the boundaries for outside play. They listen and take part in conversation with staff, taking turns to be the helper of the day, which encourages their level of responsibility and raises their self esteem. All children take part in completing the daily calendar; they learn about the weather and practise letter sounds frequently. Children bring toys or items to link with the letter of the week and they can show these to each other and talk about them, promoting their ability to speak in front of others

Children engage in free play for the majority of the session, choosing indoor or outdoor activities. They are keen to cut cardboard and plastic containers at the junk modelling table and they persevere when using sticky tape to join items; they show ambition and say they are making a tower. Children confidently cut shapes and correctly name a rectangle and recognise a triangle. They are learning to recognise and match colours. They enjoy handling the play dough, making shapes and flattening them again, staff include relevant questions to increase children's awareness of size and quantity. Some children are engrossed in the role play area and carry out pretend activities making food and drinks. They know how to use the play steam iron and the microwave for role play.

Children show excitement and enthusiasm for playing outside, they discuss wearing coats and confidently recognise that they are warm enough. Children have immediate access to the purpose-built wooden apparatus, they clamber and balance, dig in the sand and ride on bicycles. There is well organised provision for shade during hot weather. Children learn to steer the bicycles along a spontaneously drawn, curved line on the ground. They use chalks and make marks on the hard surface or the chalk board on the wall; there is also provision for outdoor painting. Staff encourage children to use crayons and paper to make rubbed images of the letters on the wall, they link these with children's names and practise the letter sounds. Children show interest in stories and staff sit with them to read in small groups, they listen well and staff include sounds to link with pictures. They extend children's involvement and participation, especially during singing time, when they learn how to understand opposites by singing loud and soft.

Children are informed when the snack table is open and take turns to sit with staff. They know that they must wash their hands first to promote hygiene and children willingly show staff their clean hands. Children find their names on the registration board and sit together to eat fruit and biscuits and learn to pour their own drinks. Staff have enabled children's progress in this area by ensuring that the jugs are not too heavy. Children are learning to take turns, especially at snack time and this promotes their awareness of each other and improves their behaviour. Although children finding it difficult to play with others are not always shown how to play cooperatively, staff compliment them very often and use clear methods of distraction, which helps to prevent any conflict.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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	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	3
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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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