

# School House Nursery

Inspection report for early years provision

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**Unique reference number** EY292597  
**Inspection date** 04/05/2011  
**Inspector** Sue Birkenhead

**Setting address** Stoney Lane, Kelsall, Tarporley, Cheshire, CW6 0ST

**Telephone number** 01829 751126

**Email**

**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

School House Nursery first opened in 1995, but re-registered in 2004 under the current ownership. The nursery is privately owned and operates from the old school house situated adjacent to Delamere Primary School in the Kelsall area of Cheshire. Children have access to three main play areas on the ground floor and a dining room located on the first floor. There is also a separate baby unit to accommodate children under two years. All children share access to secure enclosed outdoor play areas.

This provision is registered by Ofsted on the Early Years Register. The nursery is open each weekday from 8am to 6pm, all year round. A maximum of 26 children may attend the nursery at any one time. There are currently 59 children within the early years age group on roll. Of these, 25 children receive funding for nursery education.

The nursery employs 11 members of staff including the manager of whom one is support staff. The manager and deputy are qualified to degree level in early years and have achieved Early Years Professional status. One member of staff holds an early years degree and the remaining 5 staff are qualified to level three in early years and two hold a level two qualification and one is unqualified. The setting receives support from the local authority early years consultant.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery provides an excellent, welcoming and inclusive environment where children are clearly happy, secure and very confident. The well-established, highly committed and well-qualified staff clearly work as a team to deliver all aspects of the Early Years Foundation Stage successfully. Consequently, children's care and learning is promoted extremely well and they make very good progress towards the early learning goals. Excellent systems for self-evaluation support the setting's high aspirations for quality, continuous improvement of the setting and outcomes for children. Highly effective procedures promote good relationships with parents and other settings the children attend, which significantly contributes to the children's care and learning.

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

To further improve the high quality early years provision the registered person should consider:

- develop further the approach for obtaining children's developmental starting points on entry to the setting.

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

The nursery gives high priority to the protection of children and the robust procedures for the recruitment of staff ensure their suitability. Most staff have completed safeguarding training which is regularly updated and, as a result, they clearly understand the indicators of abuse and procedures for reporting concerns. Good systems to ensure risks to children are minimised include the daily checks staff routinely complete, very detailed risk assessments for the setting, outings and the use of necessary safety equipment. Documentation and the written policies underpin good practice for the effective, safe running of the setting and all are well organised and effectively implemented. The cohesive and well-qualified managers and staff team are extremely committed to extending their professional knowledge and skills, which actively benefits children's care and learning. The management team are highly effective in evaluating the setting's practices and procedures using very many different recognised systems. These include the completion of the Ofsted self-evaluation form, the local authority 'Moving on' document and parents' questionnaires. They actively involve staff, parents and children in the development of action plans, which outline plans for the future and timescales that the setting works towards to continuously improve practices. The previous recommendations raised at the last inspection have been addressed, which supports their commitment to continuous development. Consequently, record systems are completed accurately and children remain supported during staff breaks.

Many outstanding initiatives in the main for working in partnership with parents, carers and other settings children attend contribute to the excellent relationships that develop. Consequently, this supports children's care and learning extremely well. For example, with parental consent, information regarding the children's developmental summaries is shared with other settings, supporting a highly effective and complementary approach to the delivery of the Early Years Foundation Stage. Parents actively contribute written comments to the children's developmental summary, enabling them to become highly involved in the children's learning. However, individual developmental starting points, although discussed initially do not provide a clear baseline from which to monitor children's progress. Parents contribute extremely positive comments about the children's care and education and value the family atmosphere. They are regularly consulted about changes and their input is valued greatly. For example, events such as 'the benefits of outdoor play' involve them when reviewing changes to be made outdoors. Suggestions they make are collated well and fed back through the regular newsletter they receive. In addition, parents regularly attend the open days planned, fundraising events, make costumes for the Christmas celebrations and are invited into nursery to share their expertise with children. Home to nursery links prove very effective and include 'Digger the dog' who children take home and parents provide a written account of his stay. Parents provide observations which contribute to children's developmental profiles and support the planning of children's individual interests.

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

Children eagerly enter the extremely welcoming and inclusive environment, where they are clearly happy in the care of the dedicated staff team. They learn in different ways and the nursery approach takes account of their individuality, adapting styles accordingly to their different abilities. The superb deployment of resources and the extremely effective staff interaction ensures children's learning is actively promoted both indoors and outside. Consequently, children play a dynamic role in their learning and offer their ideas and respond to challenges with great enthusiasm. They show high levels of independence, curiosity, imagination and concentration from a young age.

Good displays of information, children's artwork and photographs of their experiences further promote a good sense of belonging. Learning is rooted in the staff's very good knowledge of the learning and development requirements and their understanding of how young children learn and progress. The very effective planning of activities supports the enjoyable, challenging experiences taking into account children's next steps in learning and individual interests. Consequently, an excellent balance of adult-led and child-initiated opportunities are promoted. The extremely comprehensive individual profiles contain purposeful observations and regularly summarise the excellent progress children make towards the early learning goals.

The many worthwhile, interesting opportunities support the development of children's skills for the future. They clearly show care and concern for others as they take part in fund raising events for different charities, such as 'Sports relief'. In addition, older children are observed helping others by pouring drinks for them at mealtimes. They develop a very positive understanding of the world around them through the number of resources that promote positive images of diversity. The long-term planning reflects a programme of cultural celebrations and visitors to the setting further extend their learning during Chinese New Year and Diwali celebrations. They are keen to take part in the French classes planned weekly and competently share the words they learn and count in French. They show a very active interest in the natural world as they plant bulbs, fruit and many vegetables in the garden and babies enjoy digging in the soil.

Through the excellent range of heuristic play materials, babies spend time exploring and investigating the more natural materials with sustained interest and enjoyment. Many opportunities support the children's early literacy and communication skills. They have independent access to a range of books and impressively tell the story of 'Red Riding Hood' to others with great enthusiasm using the pictures in the book. They give meaning to marks they make through the many varied opportunities indoors and outdoors available to them and create their own books. Older children learn to recognise the letters and sounds that make up their name and some begin to write their names. Children engage in many worthwhile opportunities to promote their creativity during imaginary play, music and dance as well as arts and crafts. Through the culture of recycling, children learn that watering the plants with the rain water they collect helps to protect the

environment. The setting is rich in numbers on display in all areas. Consequently, children count spontaneously during play, mealtimes and when walking downstairs young children competently count to 10. Extremely good emphasis is given to increasing children's understanding of number and problem-solving through everyday experiences and activities according to the children's differing abilities. As a result, they complete simple puzzles, begin to understand basic subtraction, addition and rise to challenges. For example, when asked if they can count the heart shapes on another child's t-shirt they reach 24 with pride. Children's understanding of basic technology from a young age is promoted really well. They have access to the digital camera, choose to play on the computer and babies access interactive toys to create noise and flashing lights. They build and design structures, such as 'a transformer', using the large wooden blocks outside and putting in place a plastic top which they explain is the button to start it.

Children's understanding of personal health and hygiene is promoted extremely well through the daily routines for children of all ages, as well as during spontaneous discussion. As a result, older children can explain why they wash their hands, know germs can make you poorly and confidently outline healthy and unhealthy foods. The extremely varied menu planner reflects the excellent healthy, balanced, nutritious diet children receive.

They engage in a variety of opportunities to promote their physical skills, through Yoga classes, local walks, dressed in their all weather suits and Wellingtons to explore the puddles. Consequently, they begin to understand the positive effects healthy foods and exercise have on their overall wellbeing. Many effective methods contribute to the management of children's behaviour. Consequently, they are very well behaved and responsive to the praise they receive in recognition of their achievements which is effective in building their confidence and self-esteem. Children learn about safe practices through the effective routines. Young children indicate they feel safe as they are happy to leave staff to explore their environment and cuddle into them when they are tired, want reassurance or feeding. Older children enter into purposeful discussions with adults and, when asked, say they feel safe at the nursery.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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

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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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## **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