

Rising Fives Nursery

Inspection report for early years provision

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Inspector Jane Wakelen

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Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

Rising Fives Nursery opened in 1989. It operates from most areas on the ground floor of the provider's private residence, in the village of Smeeth, near Ashford. There are kitchen, cloakroom and office facilities. Children use the hall and two play rooms. There is a fully enclosed garden for outside play. It is open each weekday from 9.00 am to 3.00 pm, term time only. Children usually attend all day. The sessions on a Tuesday morning are especially for younger children and the afternoon for older children.

The nursery is registered on the Early Years Register. A maximum of 20 children may attend the nursery at any one time. There are currently 56 children aged from two to five years on roll. The nursery supports children with special educational needs and/or disabilities and children with English as an additional language. The nursery provides funded early education for three and four-year-old children.

There are eight members of staff, including the owner/manager who work with the children, all of whom hold appropriate early years qualifications. The nursery receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery is highly effective in promoting outcomes for children and as a result, children make excellent progress in their learning and development. Children are confident and learn to be independent in most areas of their development, although on some occasions this is not always fully implemented. The staff are highly motivated and conscientious and develop extremely good partnerships with parents and outside agencies to support children's individual needs. The provider is highly skilled and provides her team of staff with excellent leadership. A system of self-evaluation has been implemented to provide an accurate appraisal of its effectiveness and what it needs to do in order to secure future improvements. As a result, actions taken by the setting are well targeted and have a good, and in most respects outstanding impact, in bringing sustained improvement and positive outcomes.

What steps need to be taken to improve provision further?

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

- developing ways to further promote children's independence skills at snack time.

The effectiveness of leadership and management of the early years provision

Safeguarding is given high importance within the nursery. There is a comprehensive awareness of safeguarding issues amongst the staff, all of whom receive regular training on safeguarding. There is a designated person for safeguarding who is responsible for ensuring the policy and procedures are current, implemented effectively and contain all the necessary information. Parents are given copies of the policies in a prospectus, to keep them informed of the role and responsibilities of the staff at the nursery. Robust procedures for recruitment and vetting of new staff, together with an annual appraisal system, ensure the on-going suitability of all staff. The comprehensive policy and the collaborative working with other key agencies is exemplary to promote children's safety and well-being. Thorough risk assessments, including those for outings ensure children are able to play in a safe, secure environment where staff are extremely vigilant about children's safety.

The provider places the promotion of equality at the heart of all its work. All staff fully promote equality and diversity through enabling all children to be fully integrated within the nursery and where necessary write individual educational plans to meet specific needs. Children learn to accept each others differences and show respect to each other as they learn about different cultures and disabilities through resources, such as posters, books, dressing up-clothes and planned activities. Staff have exceptional knowledge about each individual child, their family and their backgrounds. They use this knowledge to provide activities that interest and stimulate the children, both indoors and outdoors, to promote positive outcomes. Resources are of high quality and suitable for the ages of children to support their learning and development. The environment is conducive to learning and allows children to move around freely. Trays and containers are labelled and stored at child-height to enable children to be independent in making choices of activities. Children confidently request alternative choices from the photograph book or choose to transfer toys and resources to different areas around the nursery, using their imagination.

The provider and staff are highly committed to working in partnership with others and take a lead role in establishing effective working relationships. For example, regular visits from the Speech and Language therapist provide the setting with tools to fully support children in their communication skills in partnership with the parents. The excellent links with the local schools provides children with the opportunity to visit their proposed school and to meet the teacher within the nursery environment, where children feel confident and secure. This results in excellent opportunities to promote the transition from nursery to school. Partnerships with parents are highly effective. Parents feel extremely well-informed about their child's progress through comprehensive observation and assessment records. Once a term a summative assessment is provided to reflect children's achievements across the six areas of learning. Parents are invited into the nursery to share their skills or knowledge to support children's learning. They have daily opportunities to talk to the staff to share concerns or information. Parents and children's views are valued and actively taken on board by the nursery and

developed to enhance the provision and improve outcomes.

A process of self-evaluation has been implemented extremely effectively by the provider and the staff team to identify the strengths and areas to develop within the whole nursery. Rigorous monitoring and evaluating of the activities, the layout of the nursery and accessibility of resources all support the enthusiasm and dedication of the staff team to provide excellent provision. The provider communicates her ambition, commitment and drive to secure improvement through a positive role model and willingness to be fully engaged in the daily activities and routines. This results in an interested, motivated team of staff who consistently put the needs of the children first. Staff development is targeted at continual professional development to provide a well-qualified workforce in order to deliver positive outcomes for all children. Therefore the capacity of the nursery to maintain continuous improvement is outstanding.

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

Children settle extremely well because staff provide a welcoming, stimulating environment for children to play in. Children play in a homely setting, where they develop confidence to move around the two rooms accessing a good variety of different toys and resources. Free flow to the garden further extends the wonderful, exciting opportunities for children to explore their environment. They are able to play in a secure garden with a grass bank to run up and down, space to play catching games or to ride on the sit and ride toys. Opportunities to grow vegetables are offered, with children growing tomato plants which they will be able to take home with them. They can collect the eggs from the chicken coop or watch the horses grazing in the paddock. Woodwork opportunities enable children to use 'real tools' in a controlled situation, therefore learning to keep themselves safe. Children play co-operatively together, wearing various costumes, cloaks and hats and use their imagination as they race around and hide whilst acting out different roles. Skittles is also a favourite with children taking it in turn to roll the ball and then excitedly run to pick up the skittles to start again.

Children show excellent concentration and engagement in their self-chosen activities. They confidently explore their environment, finding different bugs and viewing them in the magnifying pots. Some children enjoy using the artificial flowers to plant their own 'garden'. Children actively engage in activities planned by adults using their senses of smell with a variety of different resources. They use their sense of touch to learn about the different metal objects, handling them with care. Nature walks through the woods to see the Bluebells, further extend children's wonder and awe for the natural world.

Children display excellent numeracy skills as they identify numbers in their environment and are able to count the ladybirds on the material daisies. Children are familiar with numbers which are relevant to them, such as their age and happily count objects when playing. Children use mathematical language when they ask for the big lizard, or the small digger and are able to compare shape and measure. Children show enjoyment making marks with different resources. They understand print carries meaning from the range of different print and labels

within their environment. Sounds and letters are introduced through the 'letter of the week', offering children the opportunity to bring objects from home. Children's communication and independence skills, together with opportunities to use technology, contribute to children developing secure skills for their future.

A healthy lifestyle is fully promoted within the setting. Children bring healthy lunches because parents implement the healthy eating policy. Children have healthy options for snack time and have a choice of milk or water to drink. They make choices of snacks and help to cut some of their fruit, but are not always encouraged to be fully independent pouring their drink or preparing their snack. Children develop an exceptional understanding about the importance of following good personal hygiene routines. This is supported by staff, encouraging young children to wash their hands after nappy changing. Children find tissues for their noses and put them in the bin and understand they cannot eat food which has fallen on the floor. Children have excellent opportunities for outside play, benefiting from fresh air and physical exercise to support a healthy lifestyle. Children show a strong sense of security and feel safe within the setting. This is demonstrated in children's confidence to move around the nursery, both indoors and outdoors, making choices of activities. Children happily approach staff for support or to share their achievements with, which in turn supports their self-esteem. Risk assessments for outings are in place and children understand the importance of staying with an adult and learn about road safety.

Children behave in an exemplary manner. They have an excellent understanding of the rules of the setting and remind their peers in their play. For example, children remind others they must take turns when playing with the toys as it is kind to share. Children enjoy taking on responsibilities and eagerly offer to help hand out the toys for letter of the week. They help the staff do different tasks within the nursery, putting away toys or helping to carry the 'tough spot' outside to play. Children receive praise and respect from the staff that treat each child as an individual, helping them gain a sense of belonging.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

Outcomes for children in the Early Years Foundation Stage	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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