

Rickmansworth Nursery School

Inspection report for early years provision

Unique reference number 130612
Inspection date 10/05/2011
Inspector Sheila Harrison

Setting address Scotsbridge Pavilion, Scots Hill, Rickmansworth,
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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

Rickmansworth Nursery School registered in 1993 and is run by a voluntary management committee. It operates from one large room with access to a cloakroom, toilets and a kitchen at Scotsbridge Pavilion in Rickmansworth, Hertfordshire. It is open each weekday from 9am to 3pm from Monday to Thursday and 9am to 12pm on Friday during school term times only. All children share access to a secure enclosed outdoor play area and have supervised access to nearby tennis courts and fields.

A maximum of 24 children aged from two to five years may attend the setting at any one time. There are currently 35 children attending who are within the Early Years Foundation Stage. The setting provides funded early education for three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting employs seven members of staff. Two staff have qualified teacher status, one member of staff has early years professional status, two members of staff hold an early years qualification at Level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting provides high quality education and care ensuring children thrive and make significant gains in their learning. Children are totally secure and form strong attachments with the staff. The setting has excellent procedures to promote equality and eliminate discrimination. There are exceptional partnerships between the setting, parents and other agencies to ensure children's individual needs are recognised. The clear guidance given by the leaders and the involvement of the whole staff in monitoring and evaluation means that the setting has outstanding capacity to continue to improve. All staff are closely focused on making the provision the best it can be.

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 further the induction training provided for new staff to help them understand how the provision operates and their role within it.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because the entire staff team have a good understanding of child protection procedures through recent and relevant training. They know to protect the children in their care through the relevant policies and procedures and the high expectations of the management team. The staff are experienced and well-established and their ongoing suitability is monitored through regular meetings and training opportunities. Robust recruitment and vetting procedures ensure that everyone working with the children is suitable to do so. The induction procedure is part of this process but is not formally in place to ensure new staff are fully aware of their roles and responsibilities. Rigorous risk assessments are in place and are regularly reviewed to ensure the safety of the children. Consistent staff vigilance ensures children are extremely safe and secure at all times. Children are taught to be safety conscious without being fearful and they show a strong understanding of how to keep themselves safe.

The managers consistently communicate high expectations to staff about securing improvement. They stimulate the enthusiasm of staff and channel their efforts to good effect. Morale is very high and belief in the setting's success runs through all levels of staff. They demonstrate this commitment with a well planned and successful programme of professional training and development. Ideas from all levels of training are implemented in the setting constantly improving the outcomes for children.

Children's welfare is significantly enhanced and they clearly benefit from the setting they are in. There is a highly qualified and knowledgeable staff team that work within a generous staff/child ratio. This ensures they are very effectively deployed to challenge and support children's welfare and learning. The key worker keeps careful records of children's development and progress and responds sensitively to their feelings and behaviour. The accommodation is well suited to its purpose. The rooms are comfortable and stimulating. Children have many valuable opportunities to see their names and photographs displayed and the wall displays are rich in print. There are excellent displays of the children's individual and collaborative work. These are current and frequently changed in-line with the theme or interest of the children. Furniture and equipment is of high quality, supports all areas of learning and well-maintained. Children easily access all the equipment to extend their own play and learning. Large magnifying glasses are placed beside the nature display and the tank of tadpoles to encourage children's curiosity. Children freely access well equipped, safe and exciting outside areas where they learn in a larger more active way. They build with large bricks, make marks with a wide range of paints and crayons and measure themselves against the fence posts.

The setting effectively and actively promotes equality and diversity and tackles unfair discrimination. Children are encouraged to bring photographs of their families and home languages are respected and positively used in the setting. Staff are very skilled in ensuring that all children are well integrated and they are highly effective in taking steps to close identified gaps in children's achievements.

Excellent partnership working takes place to ensure every child receives high levels of support at an early stage. The setting contacts the children's other providers of the Early Years Foundation Stage. Staff invite teachers of local schools into the setting to observe and discuss each child's progress. This ensures they have a smooth and effective transition to school.

Partnerships with parents are outstanding. The setting is run by the parents through the highly efficient management committee. The committee and staff actively engage with all parents. Parents are very well informed about the work of the setting and with the progress their children make. The setting provides tailored guidance and information about precise ways parents and carers can support their children's learning across different areas. Parents regularly take home their child's learning journey and contribute to the assessments with their observations. Policies and procedures are available in the setting. There is also an informative website. Newsletters are given to parents by e-mail and, if required, a paper copy. Parents are very pleased with their child's development and during the inspection commented on how their children love to come to and enjoy their time at nursery school.

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

Children are eager to attend and their progress is exceptionally good. The educational programmes reflect rich, varied and imaginative experiences that meet the needs of all children exceedingly well. Children discover the world around them as they learn about the animals that live in different parts of the world. They contribute their works of art to the extensive and exciting displays that use the walls and ceiling to recreate a jungle. Children gain knowledge through listening carefully to the staff and the use of non-fiction books. They explain to their parents the difference between the African and Indian elephants. Assessment through high quality observations is rigorous and the information gained, is used very effectively to guide planning. Teaching is rooted in expert knowledge of the learning and development requirements and a full understanding of how young children learn and progress. Children are learning the sounds of the letters and clap for the number of syllables in words during teacher time.

Children work extremely well independently. They are encouraged to dress themselves. They access play materials and tools independently. They use their own initiative and develop excellent skills in working alongside their peers. They create and develop their imaginative games outside, from washing the dolls to creating a car wash. They play a full and dynamic role in their learning, show great curiosity and the desire to explore and become inquisitive learners. They competently use digital still and video cameras to make records of their time in the setting. Children show a very good awareness of themselves in relation to their place in society. Staff and parents use their skills and interests to acknowledge and celebrate cultures and languages of their families and friends. Staff and children celebrated the Royal Wedding with great enthusiasm. They planned a party, created art work, dressed up to act out various roles, carefully used the religious robes of a parent and made a photograph album of the event. This ensures

children are well equipped with fundamental skills they can use to extend their learning.

Children show an excellent understanding of healthy living. They bring fruit and vegetables to share at snack times. They discuss size, shape, flavour and their favourite tastes. They know about the benefits of healthy eating and talk about strong muscles and bones. Children use the snack and meal times as social occasions and they are very well mannered, remembering to say please and thank you without prompting. Children have innovative opportunities to engage in a wide range of physical activities, both indoors and out, and gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. Children are encouraged to bring appropriate clothing to ensure they access the outside area in all weathers. Their current theme is the weather and they plan to make and display kites outside to see the effects of the wind. Children have many chances to tend the garden including flowers and growing vegetables. They are eager to practice catching and throwing a ball. They have a choice of good quality bicycles, some without stabilisers for the older more able children. They all bring their own cycle helmets and use the pathways drawn on the tennis court and the stop signs and traffic lights to discuss safe handling of the bicycle and road safety. Children use tools, such as, scissors independently and safely. The setting has recently introduced a tool bench with appropriate and proper tools that the children use under strict supervision with concentration and control.

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

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 | 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 | 2 |
| 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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| The quality of the provision in the Early Years Foundation Stage | 1 |
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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 | 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