

Alburgh with Denton Pre-School Nursery

Inspection report for early years provision

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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

Alburgh with Denton Pre-School Nursery registered in 1992 and is run by a committee. The nursery operates from a separate building within the grounds of Alburgh with Denton Church of England Primary School, Harleston, Norfolk. Children have access to a secure enclosed outdoor play area.

A maximum of 21 children in the early years age range may attend the nursery at any one time. The nursery currently takes children from two to five years of age. There are currently 38 children on roll, all of whom are within the early years age range. The nursery is in receipt of funding for early education places. It is open Monday to Friday from 9am to 12.45pm, term time only. The nursery is registered by Ofsted on the Early Years Register.

There are six members of staff who work directly with the children. Of these, five hold relevant early years qualifications. Two members of staff hold a qualification at level 4 and are working towards a qualification at level 5. Two further staff members hold a qualification at level 3 and one member of staff holds a qualification at level 2 and is working towards a level 3. The setting receives the support of the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Alburgh with Denton Pre-School Nursery is an inclusive setting where all children make good progress in their learning and development. Children enjoy a wide range of play opportunities, both indoors and outside, which cover all aspects of learning well. Outcomes for children are good and some are outstanding, with priority given to ensuring children's safety and well-being. The manager provides very clear leadership and is supported by very ambitious and well trained staff. There are outstanding partnerships with parents and, overall, the setting has a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the use of the outdoor area to create a 'number rich' environment and provide a wide range of number resources to encourage children to be creative in finding and solving problems
- develop further the procedures to track the progress of different groups of children and identify strengths across all areas of learning.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding children are good as all staff understand their responsibilities clearly. Staff training for all aspects of protecting children's well-being is regularly evaluated and refreshed. The setting has robust recruitment and vetting procedures in place and effective policies and procedures to monitor children's safety at all times. The promotion of children's welfare is central to the setting's work. There are good procedures for the administration of medication and the recording of accidents and injuries. All records are well maintained and securely stored and risk assessments are carried out regularly to monitor the learning environment.

The efficient organisation of the setting contributes well to the children's welfare and the good progress they make. The manager sets an excellent direction for development and has high expectations. All staff are very regularly involved in decision-making and are highly ambitious for the setting. Staff morale is high as a result. They have a good knowledge of the needs of children in the early years age group and a high proportion of staff are working towards higher qualifications. Self-evaluation is accurate and well informed by the views of staff, parents, carers and children. The setting has addressed all issues from the last inspection. Regular staff meetings and appraisal discussions provide good opportunities for sharing information. Staff are well trained and efficient in identifying any barriers to children's success and use specialist support agencies well to overcome them. Equality and diversity are promoted successfully and all children access the full range of activities the setting provides. As a result children are well supported to make good progress.

There is an excellent partnership with parents and carers and they are enthusiastic about the care and support the setting provides for their children. They receive high quality information on their children's progress and ways in which they can support their learning at home. They appreciate the many opportunities to express their views and influence the direction the setting takes. Many parents and carers take voluntary roles within the setting. The attractive entrance way is used well to provide information on children's experiences and the Early Years Foundation Stage framework. The setting has a good partnership with the host school and the local authority which contributes well to the quality of assessment, planning and successful transfer procedures.

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

Regular observations of children's progress are used well to meet individual needs and identify the next steps in their learning. The setting is further developing procedures to identify and compare the progress of different groups of children to promote the best rates of development in all areas, although these are not yet fully embedded. Children are very independent and quickly develop excellent levels of

self-confidence. Staff make very good use of vibrant and exciting resources, including information and communication technology, to promote learning and to engage children in decision-making. Children's positive contribution is outstanding as a result. The setting encourages children to have a strong sense of adventure and children move freely between physically challenging activities indoors and out. There are excellent opportunities for children to climb, roll, run, jump and dance. For example, they thoroughly enjoy the tree climbing and adventure trails. They wash their hands before eating and water is constantly available. Children are very involved in choosing and preparing a wide range of snacks which further contribute to their excellent development of healthy lifestyles. Children feel safe and learn how to handle equipment in practical situations. They have a good understanding of safe and unsafe situations and respond well to clear rules and guidance.

Children are inquisitive and enjoy exploring the natural world. They plant, dig and harvest simple crops in the garden areas and clearly enjoy themselves. Children's literacy and numeracy skills are promoted well through songs, puzzles and games. Many opportunities for early writing and counting skills ensure children take pride in writing letters, plans and invitations. The very good use of labels promotes early reading skills. Adults participate well in children's role play to increase their knowledge and understanding of life. These skills prepare children well for their future learning. However the creation of a number rich environment outdoors to match that indoors is not fully established. Children celebrate a number of religious and cultural festivals and a good range of toys and other resources promote positive images of the diversity of their world. There are well planned areas for children to relax and pursue quiet activities during their busy days. As a result of the good quality of provision, the needs of individual children are met well.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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	1
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	2
The effectiveness of the setting's engagement with parents and carers	1

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	2
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	2

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