

Moreton Say Goslings Nursery

Inspection report for early years provision

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28/06/2011

Inspector

Lesley Bott

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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

Moreton Say Goslings Nursery was registered in 2010. It operates from a purpose built classroom based within the grounds of Moreton Say Primary School in Market Drayton. The nursery serves the local area and has strong links with the school. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday during school term times. Sessions are from 9am until 11.30am and 12.30pm until 3pm with additional lunch wrap around club. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register. A maximum of 27 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 33 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three-and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs five members of childcare staff. Of these, all 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 good.

The nursery provides a warm and inclusive environment where children are happy and settled. They make good progress in their learning and development because staff plan a broad range of interesting activities and effectively supports them to learn through their play. Children are kept safe because close attention is given to promoting their welfare. Staff make good use of evaluation to monitor all aspects of the provision and are, therefore, well placed to make continuous improvements.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that Ofsted is informed of any significant changes in advance of the event occurring where it is reasonably practicable to do so (Suitable people) 12/07/2011

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

- make sure next steps for children's learning are clear
- review procedures related to recording of medication and informing parents.

The effectiveness of leadership and management of the early years provision

Children are well protected as there are clear safeguarding procedures and staff have a good understanding of their responsibilities in protecting children. Parents are well informed about all aspects of safeguarding through displayed material and written policies. Detailed risk assessments and daily checks are carried out in all areas and equipment and resources are in a good condition. Robust recruitment and vetting systems ensure that all adults working with children are suitable to do so and a commitment to training and development informs and promotes up-to-date practice. A comprehensive and detailed range of operational policies and procedures is in place and regularly reviewed. However, the medication policy does not allow for any record to be made of parents being informed that the medicine has been given at the end of the day. In addition to this, the consent form is not individual to the child and, therefore, confidential information can be seen by others completing the form.

Robust recruitment and induction procedures ensure staff have relevant knowledge and experience. Annual appraisals make sure that staff continue to be suitable to work with children. In addition, further training is supported by management who recognise the benefits to staff development and the consequent impact on the quality of the care children receive. Staff work well together to ensure day-to-day routines are efficiently managed. Children are provided with a safe and nurturing environment, where children's individual needs are effectively met. Due to the increase in operating hours for the setting, the deputy manager is responsible for two days per week. However, the setting has failed to notify Ofsted of the change in the person who is managing the early years provision as required in the Early Years Foundation Stage.

The transfer of information between key persons is managed effectively to ensure ongoing consistent care for children and support for parents and carers. Good communication channels and partnerships with parents ensure information is shared to enable staff to care for children according to their individual needs, interests and their parents' preferences. Verbal contact is initiated with parents as they bring and collect their children to ensure parents are kept fully informed about their child's progress. Parents' views are acknowledged as they contribute through annual questionnaires. They are involved in fund raising days, helping prepare the float for the local carnival and attend parents playtime.

The setting links in with parents and others involved in the children's care, such as health professionals and specialist workers. This ensures all are working together to help children reach their full potential and to support the identification and inclusion of any child with additional needs. Children who have English as an additional language are supported well with visual and pictorial prompts to aid effective communication. The setting has established partnerships with other providers delivering the Early Years Foundation Stage. For example, they link in with the school next door for children to attend story time with the reception class in their last term at nursery.

A proactive culture of reflective practice works effectively to successfully identify areas of strength and improvement. All staff contribute to robust evaluation processes and are actively involved in planning for future developments. Regular staff meetings are used effectively to disseminate training information, discuss working practice and share ideas to maintain continuous improvement. As a result, changes undertaken by the setting have had a good impact in bringing about sustained improvement to the early years provision.

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

Children are happy and enjoy their time in the setting. The room is set out attractively before the children arrive so that they are eager to enter and quickly find activities that interest them. Children readily find their name cards as they arrive in order to self-register. Older children are encouraged to write their own name on their card prior to registering. Staff successfully help children understand what activities are available to them and remind them of the routine of the session through communication and visual signs. The setting works on a plan to allow children to make their own choice. This ensures all children, regardless of their comprehension of English understand what is happening and this helps to build their sense of security. Children spend long periods absorbed in free-play. Children use language successfully because there are lots of opportunities for them to express their ideas and to be listened to by the staff. In turn, staff question children effectively to check their understanding and extend their language through challenging questions.

Staff know the children well and this guides their expectations of them. Activities are well pitched and opportunities are in place for differentiation to allow for personalised learning throughout the Early Years Foundation Stage to enhance pupils learning potential and opportunity. Staff observe and assess children during play and maintain detailed written and photographic records of individual achievements. Learning journeys are used effectively to record and identify children's rapid progress towards the early learning goals. Staff work together within this small nursery to observe children, to assess their achievements and plan future activities. However, children's next steps are not always clearly recorded and this means opportunities to help individual children improve their skills may be missed.

Children have good access to paint and use this to experiment with colour and various painting and printing techniques. They understand to put on aprons before they begin and most are able to independently wash their hands after they have finished. Children use their imagination within role play and act out scenarios that are familiar to them. They particularly enjoy playing hairdressers, applying clips and adding yellow hair extensions to the staff's hair. Story time is a successful activity and children sit attentively while animated staff read to them. Further opportunities are provided for children to enjoy books as they take books home on a weekly basis. Children's physical development is enhanced through opportunities to improve their balance as they ride wheeled toys and use the outdoor equipment. Children's personal development is fostered well. Staff encourage

children to enable them to develop confidence and become increasingly independent. They learn to work together harmoniously, sharing resources and respecting the needs of others. For example, two children worked putting the train track together, weaving under the chair leg which they pretended was a bridge. "All aboard, choo choo" they said as they moved the train along the track.

Children have many chances to make decisions for themselves. For example, they may come to the snack table when they wish and make choices from the various fruits on offer. Children understand the importance of good hygiene and know how and when to wash their hands throughout the session. Children's understanding of the wider world is enhanced through the nursery becoming involved in the local community. The children are taking part in the local carnival and planning includes celebrating various festivals throughout the year. Opportunities to learn about the wider world are portrayed through positive images to reflect diversity. Books, posters, wall displays and play equipment help children to value each other and develop positive attitudes towards difference. They take part in various activities, supported by parental involvement to celebrate in a selection of special events and festivals. Well planned outings in the local area enable children to make sense of the community. Good arrangements are in place to ensure children with additional needs are supported sensitively to work alongside other children. Effective use of signs and symbols and signing helps all children to be included. As a result, children develop positive attitudes towards learning and make good progress overall. Staff implement a range of positive methods to help children understand appropriate behaviour, with clear explanations, praise and encouragement. As a result, children know what is expected of them, behave well, take turns when playing with toys and develop an awareness of how their behaviour affects others.

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	2
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	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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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