

Ashridge Nursery

Inspection report for early years provision

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Inspector Gail Robertson

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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

Ashridge Nursery has been registered since 1980. The nursery which is operated by a parents committee was established to serve the local community in Wokingham catering for children from three to five years. The nursery accommodation is in a modern purpose-built building in the grounds of Keep Hatch Primary School with a secure outdoor play area. The setting is open from Monday to Friday between 8.45 and 11.45am and from 12.30 to 3:30pm during school term times. The committee also operate a lunch time club on Monday, Wednesday and Friday. The nursery accommodates 30 children with 69 children on roll which includes 64 funded three and four year-olds. It is registered on the Early Years register. Support is provided for children with special educational needs and English as an additional language. There are eight staff with five qualified to level three and above including a registered teacher, two at level 2 and an unqualified member. In addition, the committee also employ an administrator and a handyman. Ashridge Nursery receives support from the Local Authority and is a member of the Pre-school Learning Alliance and the National Early Years Network. There are strong links with other early years providers within Wokingham.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have an exciting time in this effective and inclusive nursery. They are safe and their personal and academic needs met well. The well written learning journals show all children make generally good progress. . There is a wealth of good quality resources inside and out although some opportunities are missed to further stimulate children's curiosity. The leadership and management is evaluative and effective in looking for areas to further develop showing good capacity to improve further.

What steps need to be taken to improve provision further?

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

- ensure the most able children are challenged through open questioning and planned activities.
- develop the outside area to stimulate children's curiosity in numbers and mark making and support their learning in the world around them.

The effectiveness of leadership and management of the early years provision

All records, policies and procedures necessary for the safe and effective management of the nursery are well maintained, and shared with the parents.

Safeguarding has a high priority. Appropriate checks are made on all those who work with the children. Practitioners know the procedures to take if they have a concern about a child. There are rigorous daily checks to keep children free from harm. Fire drills are practiced twice termly at different times so all children are involved. The lead practitioner is known to all children, she is a most knowledgeable educator and children respond positively to her. She has built up a professional team of early years practitioners who work well together to maintain the high standards from the previous inspection. Together they constantly look for ways to improve the nursery and what they offer the children and their parents. There are effective systems to monitor and evaluate the quality of the provision through discussion and constant contact with parents and carers. The leader works efficiently, and has the required and necessary paper work well organised. Staff regularly undertake training to keep their skills and knowledge up to date. The main points of training are shared and discussed in effective daily practitioner meetings. The training needs arise from yearly appraisal and reviews throughout the year. The committee are fully involved in the management and leadership of the nursery and have rigorous systems to check its work. There is a wealth of good quality stimulating resources for the children to use inside and outside but opportunities to stimulate children's curiosity in the world outside are missed because many of the labels and cards showing numbers and letters have been weathered and need replacing. Practitioners work hard to set up an interesting and attractive environment each day for the children to work in. Resources are at the children's height to allow them to be independent and take responsibility for what they wish to play and work with. This is an inclusive setting where children and adults are fully respected. Practitioners know the children they have responsibility for and are dedicated to helping them develop. They 'go that extra mile' with children who have special educational needs and/or disabilities and ensure children for whom English is an additional language get lots of support so they do not miss out on their learning. The lead practitioner is looking for better ways to support boy's handwriting as this has been identified as area of provision that could be improved. She has enlisted the help of the host school and soon 6 boys from Year 6 will support and act as good role models. This typical of the outstanding partnerships with the host school and with other local providers. Events are shared and great care is taken to make the transition at five as smooth as possible. There are outstanding links with the parents. They all spoke highly of the care and support their children receive. One said 'The staff here know my family inside out' They have great confidence in the nursery. A constant dialogue takes place between the home, nursery and the school to benefit every child.

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

The nursery is most welcoming, and attractive, because practitioners cleverly display and value the children's work. The wonderful mural of 'A Royal Garden Party' cheers up the room while children's independent paintings show how creative they are. These displays help to give children a great sense of belonging and pride in the work they do. Children and practitioners share a warm and caring relationship. Children's needs and interests are met because staff take the time to

talk to parents and children regularly to find out about their interests and development. Children are pleased to see their friends and immediately set to work once registration and early story have taken place. Children are confident, interested and motivated by the carefully planned and prepared activities. They concentrate for long periods of time and persevere in completing tasks. One of their favourite activities is the sand tray in the inside and the large sand pit in the garden. Children use tools to fill containers and talk to each other about make believe situations. After one had filled a bucket full of sand he picked up the bucket and shouted, 'Its all going through' as he spotted a hole. Unfortunately this discovery was not acted upon by the practitioner and so opportunities to extend the child's ideas and understanding were missed. Older children act as good role models for the younger ones. Children know the preschool routines and feel extremely relaxed and safe. All behave well because they know that this is what the practitioners expects of them. They share equipment and ask politely if they need something. Practitioners are most competent in supporting children who have special educational needs and those for whom English is an additional language. Their management of these children's learning and progress is very good. Assessment of what children can do and the identification of the next step in learning is thorough. Practitioners evaluate the day's work at the end of every session and this forms the basis of future planning. Children love stories and enjoy hearing stories. Throughout the session children were observed pouring over the books but their favourite book is their learning journal. They can find their own file and spend time looking at what they could do in the past and comparing it with what they can do now. Children know how to turn the pages of a book correctly and if no adult is present they read the story to themselves. The outside area is enjoyed immensely. Here they listen to music and sing action songs and enjoy the challenge of the climbing frame. They plant flowers and strawberries, watch them grow and when the fruit is ripe they pick them and have them for their snack. Children are fully aware of healthy lifestyles; they go outside each day engaging in a range of physical activities; have access to a drink throughout the session and recognize what kinds of foods are good to eat. They become independent in their self care skills, washing their hands before a snack. They help in the preparation of the snack and learn how to cut the portion size for themselves. Children thoroughly enjoy the planned activities are extremely happy and contented here and well prepared to go to the next phase of education.

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	1
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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