

# Chard NNI/Schools Out

Inspection report for early years provision

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**Unique reference number** EY262443  
**Inspection date** 27/06/2011  
**Inspector** Elaine Douglas and Rachael Williams

**Setting address** Clare House, Millfield, Chard, Somerset, TA20 2DA

**Telephone number** 01460 62367

**Email**

**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

Chard Neighbourhood Nursery has been registered at the current premises since 2003. It is a combined childcare provision that was previously known as Chard Pre-school, which opened in 1969. The combined childcare provision includes a 'Schools Out' club for school age children, which was not seen at this inspection. It operates from the Children's Centre that is situated in the town of Chard. The ground floor provides four separate activity rooms within the nursery, as well as a kitchen, toilet facilities and office areas. The first floor is designed to provide care for school age children, with its own facilities.

Chard Neighbourhood Nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is open from 7.30am to 6pm, Monday to Friday, for 51 weeks of the year. The nursery may care for no more than 101 children under eight years; of these, not more than thirty five may be aged between five and under eight years, and not more than twenty may be under two years at any one time. It also provides out of school care for children up to 14 years of age. There are currently 92 children on roll, of whom 52 are in the early years age range. The nursery currently supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

The nursery employs 26 staff, of whom over half hold appropriate qualifications. They are supported by a full-time manager, three administration staff and an early years teacher. One of the staff holds an early years degree, four are currently doing an early years degree and two are working towards Early Years Professional Status. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Actions set at the last inspection have been addressed. New management at the nursery has meant that self evaluation now identifies significant targets to ensure continuous improvement. However, the implementation is in its early stages. Good systems of observation and planning identify children's learning needs effectively. However, inconsistencies between maintaining records, key person interaction and the use of the environment impacts on children's development. This means, overall, that children make satisfactory progress. Satisfactory partnerships ensure all children, including those with additional needs, are supported and included. However, resources to promote children's sense of identity are limited, and not all children develop healthy practices. Good security and high ratios keep children safe, although there are inconsistencies in the evidence of staff checks.

## What steps need to be taken to improve provision further?

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

- improve the organisation of the environment so that children can sleep without disturbance, all children can access the outside area, toilet and nappy changing facilities provide privacy and support independence, and improve the organisation of the key person system and rotas to ensure all children have a second person who knows them well in the absence of their key person
- organise staff records and the system for checking staff suitability to ensure consistency in recording evidence
- increase the resources which promote a positive attitude to children's own identity and improve their awareness of healthy practices
- monitor the assessment system to ensure consistency in including the contributions from parents and all adults involved in children's learning and development.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded through good security. Risk assessments are carried out on the whole provision and action has been taken to address the risks identified at the last inspection. Staff files are being organised to show how their suitability has been assessed. However, there are currently inconsistencies in the evidence available. Most staff are well qualified and some are working towards degrees and Early Years Professional Status. Sufficient staff hold current first aid qualifications and suitable equipment is available in each room. Staff have recently had in-house training and are now adequately familiar with the nursery's safeguarding procedures and their responsibilities. Staff from the nursery also work in the out of school care.

Resources are satisfactorily maintained. However, the organisation of the environment means they are not fully utilised. For example, the computer is in a corridor and is not regularly used, despite high staff ratios that enable children to be well supervised. Toilet and nappy changing facilities do not encourage independence for the older and more able children, or provide privacy, because nappies are changed on the floor. Toddlers have nappies changed in the adult toilet in the reception area, and two staff need to be in attendance to safeguard children. New beds have been purchased for the toddlers. However, noise from the other children playing prevents some from sleeping undisturbed. Each age range has their own outside area with appropriate resources, although the garden for the babies is currently not accessed as it is unsafe. However, they do have occasional trips to the nearby park, and plans are in place to imminently re-develop this area. At certain times of the day, the garden for the older children is closed off, preventing them from accessing all the resources.

Equality and diversity is sufficiently promoted. Children with special educational needs (SEN), as well as children who speak English as an additional language, are supported through the use of Somerset Total Communication, which incorporates visual aids. However, there are limited resources that represent the cultures of all

the children attending, in order to promote their own identity. The SEN Coordinator has appropriate links with outside agencies to support children's learning needs. Each child has a key worker who is responsible for maintaining their development records. However, staff rotas do not ensure that a key person or second key person, who knows the child really well, is always present with them, which is a principle of the Early Years Foundation Stage.

The management team and staff develop generally good relationships with parents, and use the whole centre to support their needs. Daily discussions and basic written information keeps parents suitably informed. Parents comment on good support when settling their children at the nursery, and appropriate information is shared to meet individual care needs. Parents are made aware that development records are kept on their children and they can see them at any time. Some staff attend cluster meetings to liaise with other settings, and local teachers attend the nursery to support children's transition to school. However, there are inconsistencies in using parents' and other providers' contributions in the assessments.

Parents and children have some opportunities to give their feedback on the provision. Room managers have been involved in assessing the provision, and training has helped to improve staff interaction. The new committee has attended training on running a successful group, and a new nursery manager has very recently been employed. She has already begun a thorough evaluation of the whole provision. Meetings have been organised with the committee and other agencies, in order to discuss the implementation of required actions for development. She has a strong ambition for the ongoing improvement of the nursery, although it is too early to assess the impact on outcomes for children. Good systems have been identified as ways of assessing children's levels of involvement, behaviour and learning. This is also to be used to evaluate the organisation of the nursery to best meet children's needs.

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

Children generally enjoy their learning, although there are inconsistencies between the different rooms. Staff make good observations of the children, including photographs. These are linked to the early learning goals, which enables staff to plan for children's ongoing development. Most staff encourage children to notice similarities and differences, and their ideas are supported by having real resources, such as baking equipment. Older and more able children take photographs of their creations using a digital camera. Labelled boxes enable them to make independent choices. Room managers ensure key words and visual aids support children who speak English as an additional language, to include them in all activities.

Children's language and communication skills are promoted effectively and are highlighted in the planning. All children select books independently. However, older and more able children access only a small range. Younger children enjoy whole group stories and joining in with sounds. Babies enjoy exploring paint and making

marks with their hands and fingers. Staff react positively to children's attempts at communicating, and engage them in two-way interactions. All children enthusiastically enjoy songs and rhymes.

Older children develop a good awareness about safe and healthy practices. They know why they wear hats and cream in the sun. However, this is not as well managed with younger children, who only wear hats if they arrive with them. All children have access to drinks and wash their hands before eating; older children learn to make healthy choices. Toddlers eat fruit they have brought in. However, staff place children's drinking beakers on the same plate as their food, which does not encourage hygienic practices. Babies and younger children are held in the arms of staff to have their bottle, which helps them feel secure.

Children are involved in learning about their own environment, people who help us and the wider world. Visits from the local Community Officer and Fire Officer support children's awareness of their own safety. Older children have good opportunities to plant and grow some produce, and to use a range of tools. They develop good spatial awareness as they move around the premises, both inside and outside. For example, one child fills a wheelbarrow with bricks and transports them carefully around the garden to create pathways. Some adult-led activities are used well. For example, children who are looking at shapes suggest that a triangle looks like an arrow. Children are generally well behaved, and effective systems, such as shaking a tambourine, indicate to older children that they all need to help to tidy up.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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