

Masons Nursery School

Inspection report for early years provision

Unique reference number	125001
Inspection date	23/06/2011
Inspector	Lisa-Marie Jones

Setting address	24th Croydon Scout Group Premises, 48-50 Verdayne Avenue, Croydon, Surrey, CR0 8TS
Telephone number	07718067514
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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

Masons Nursery School registered in September 2001. It operates from a self contained building, which is all on one level and they have sole use of at all times. There is a secure outside area. The nursery school is located in Shirley, within the London borough of Croydon. The nursery school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

They may provide care for 30 children aged under eight years and there are currently 45 children aged from two to five years on roll. The nursery school is in receipt of funding for free early education for children aged three or four years old. Sessions are from 9am to 3pm and children choose their sessions and have the option of staying for lunch. The nursery school supports children with special educational needs and/or disabilities. The nursery school is open term-time only and closes for staff training days.

There are eight part-time staff working with the children; of these, four are qualified and two are on a training programme. The manager is looking to undertake a degree. The setting receives training and support from the Early Years Education and Childcare Partnership (EYECPP)

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well developed knowledge of each child's needs ensures that staff successfully promote children's welfare and learning. Children are safe and secure and enjoy learning about their local area and the world around them. The learning environment is conducive to children's learning and is mostly used well to promote learning in all aspects of the Early Years Foundation Stage. The partnerships with parents and other agencies are significant in making sure that the needs of all children are met and that additional support is given as needed. Children progress well given their age, ability and starting points. Regular self-evaluation by the management team and staff ensures that priorities for development are identified and acted on; however, parents views are not always sought in this process to ensure that the provision responds to all user needs.

What steps need to be taken to improve provision further?

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

- improve children's opportunities to choose between indoor and outdoor activities
- encourage parents to provide their views of the provision as part of the self-evaluation process to ensure the setting is responsive to all users needs

The effectiveness of leadership and management of the early years provision

Children are safeguarded in the setting. Appropriate procedures are in place should a child protection concern arise and all policies and procedures have been updated to ensure that staff are fully aware of their responsibilities. Risk assessment is effective in ensuring children's safety in the setting and while on local outings; parental permission is now sought for children to undertake local outings.

Activities promote inclusivity and independence. Children enjoy a good range of practical learning opportunities through taking part in events, such as looking at cultural differences when celebrating festivals. They have access to resources that reflect diversity, which helps promote a positive attitude towards cultural differences. The setting supports children with additional needs and children have individual educational plans, which include support from outside agencies.

Provision in the Early Years Foundation Stage is effectively led because the management team has developed the overall awareness and understanding of the learning and development requirements for all staff within the setting. The planning systems that are in place increase children's capacity for acquiring knowledge and skills, as planning affords inclusion of children's interests and next stages of development. Adults working with children demonstrate a capacity to make improvements, because they are committed to ensuring better outcomes for children through enjoyable experiences. Since the last inspection, the quality and standards of the early years provision have developed well, so that outcomes for children are good. Self evaluation indicates that the setting is well aware of what the weaknesses and strengths are of the setting and they have implemented strategies for improvement. As part of the process for continuous improvement the need to include evaluations of observations in assessment of children's progress. They are aiming to devise a 'learning journey' that will include samples of children's drawing, colouring and writing, together with observations from their starting points. Parents and carers are made very welcome and relationships are positive, promoting children's welfare. Parents have a clear input into their children's learning and development and contribute to observations and evaluations of their next steps. Input is also received from any other agencies and professionals involved in the children's development. Parents input as part of the process for self-evaluation is not actively sought.

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

Children are happy and enjoy a variety of activities that promote independent learning. The programme and schedule of activities is well balanced, effectively meeting the needs and wishes of children attending the group. Since the last inspection the provider has made strides, developing the staff's knowledge and understanding of the specific learning and development requirements of the Early

Years Foundation Stage, ensuring children make good progress towards the early learning goals. Good arrangements are in place to observe and assess each child's achievements, interests and learning styles, so individual learning needs are being addressed. Activity planning takes account of the six areas of learning, so children's enjoyment and potential to achieve is good.

Children engage well in chosen activities, they settle quickly to play and enjoy the company of others in a relaxed, friendly atmosphere. New children settle in very quickly and staff are well deployed so they can support children at all times. Children are also supportive and caring towards each other during activities and are skilled in encouraging sharing during play. They make full and effective use of the activities available to them and are skilled in using their imagination in role play situations, from playing airports to small world play activities. Their communication and language is developing well, children are articulate and ask questions and are inquisitive, they enjoy taking part in collective story and singing time, but also sit and read stories to their peers. They very much enjoy the outside garden area, but children cannot access it freely at all times to ensure they can make choices between indoor and outdoor activities throughout sessions.

Children are adopting good personal hygiene habits through hand washing routines and are developing good manners, social skills and learning about healthy eating and making healthy choices. Lunchtimes are an additional option for all children and this is very much a social situation where children bring their own packed lunches and sit in family groups around the table and talk to their peers and adults. Children feel safe in the setting, because adults establish close relationships with them, enabling children to readily approach adults and seek help if needed. Adults create an atmosphere and environment which enables children to play happily and co-operatively with each other and feel included and supported in all the activities. This is enabling children to enjoy their time in the setting, achieve well and develop skills for future learning.

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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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