

The Town Nursery

Inspection report for early years provision

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Inspector Tom Radcliffe

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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

The Town Nursery is run privately by a partnership. It opened in 1986 and operates from the old convent next to the Catholic primary school near the town centre of Chipping Norton, Oxfordshire. A maximum of 57 children may attend the nursery at any one time, of these, no more than 57 may be in the early years age group. The nursery is open each weekday from 8.00am to 6.00pm all year round. The children have access to enclosed, outdoor play areas and a field. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 96 children on roll, all of whom are in the early years age group. Children aged three and four years are in receipt of funding for the provision of free early years education. Children come from within the town or from the surrounding area. The staff have experience of supporting and caring for children with special educational needs and /or disabilities. The nursery employs 23 members of staff. Of these, 18 hold appropriate early years qualifications and three are working towards an appropriate qualification. The staff work on different sessions in the nursery with a maximum of 15 adults present at any one time. The nursery uses the Reggio Emilio educational approach.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The child-friendly setting provides a calm yet stimulating play environment for children. Staff have a good understanding of children's individuality and consequently they make good progress in their learning and development, overall. Partnerships in place with parents and other settings are secure and support the progress that children make. The provider uses well-developed processes of self-evaluation to fully understand the setting's strengths and relative weaknesses. This gives the setting a good capacity to improve and so enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the children's use of information and communication technology to support their learning.

The effectiveness of leadership and management of the early years provision

The setting is managed very efficiently and safely due in part to its concise and well written policies and procedures. Staff work with a very good understanding of effective working practices which ensures that children are properly safeguarded. All staff are vetted for suitability, visitors are monitored these systems work well to protect children. Children are supported effectively by caring staff in a safe environment which is thoroughly risk assessed. This enables children to move freely around the nursery and use the high quality outside play areas and undertake regular trips into the local community. This has a very positive impact on children's creativity, as well as their ability to make independent choices.

The provider and senior staff lead a setting which is reflective and analytical about the service that is provided. Self-evaluation takes account of the opinions of children, parents and staff and is used very well to set targets and priorities for improvements. This enables the setting to build on its many strengths and so enhance outcomes for children. There have been a range of significant improvements since the last inspection. Regular staff meetings provide valuable opportunities to share ideas and modify practice. Staff also undertake continuous training and development to update their skills and competencies. The setting has a positive working partnership with parents who are actively involved and who value the work of the staff. In addition the setting has wider partnerships with other early years settings to support children's ongoing learning and development.

Children play in very well organised accommodation which is attractive and interesting to them. These high quality learning and play spaces, including outstanding outdoor facilities, impact on children's all round learning and development. Staff support the choices made by children with great skill. This allows children to direct their own play experiences with adults making timely interventions to ask questions or make suggestions. This enhances children's understanding and injects impetus into their play. The setting promotes inclusive practice as each child is understood as an individual with the capacity to build on what they can already do. Children who may have special learning needs or who learn English as an additional language are supported effectively by the setting. Children are given a range of very useful opportunities to enable them to appreciate their diverse world in an age appropriate way.

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

Children make progress as they enjoy age appropriate learning opportunities which are adult-led or child-initiated. The setting has effective systems in place to understand the developmental starting points for each child, their interests and preferred learning styles. Staff undertake a range of observations to understand the progress that children make and how well they interact with activities. Assessment information is collated into a written form which is used to plan future

learning and to share with parents. The setting also shares what it knows about children with other staff so that progress information can be more fully understood. This helps to ensure that learning journeys that are created for individuals are challenging and interesting. The setting has a very good understanding of the Early Years Foundation Stage framework and how young children learn through first hand experience and play.

Lively and engaged children enjoy making choices. As a result they decide to paint, use modelling clay or create imaginary games when in their outdoor forest areas. They also enjoy using role-play areas, for example, the 'Town Hospital' and understand about the changes in the tempo of music as they move to it. Children respond very well to the lead of adults as they make real life drawings and experiment with marbles rolling down tubes of different sizes and gradients. In addition, children use construction sets and even the youngest children are able to understand about their body parts and recognise themselves in mirrors. Outside, children take part in stimulating play of the highest quality which includes role play, balancing and investigating the natural world. Children's language development is promoted effectively through conversations and open-ended questioning by staff. Older children are able to recognise their names in a written form and all children enjoy age appropriate mark-making or early writing experiences. In addition children encounter mathematical ideas through practical every day experiences, for example, at snack time. However, opportunities for children to explore information and communication technology is limited.

Children's welfare is promoted well by the setting. All children are safeguarded and have a growing understanding of their safety and that of others. Children enjoy a rich social environment where behaviour is consistently good. Most children share, take turns and include each other as they play. Staff manage the play environment well and expect high standards of behaviour from children. Children grow with an understanding that children can be different to each other and that each has their own skills and abilities. This happens quite naturally as children of different ages and abilities mix and play together. Children of all ages show the ability to concentrate for long periods of time. In addition children are able to play appropriately in a range of varying contexts which means that they know how to listen to stories, share circle time or play independently.

Outcomes for children are promoted very well. Children enjoy themselves immensely as they make choices, invent games and take part in conversations. Children feel extremely safe and experience events that show them the importance of keeping themselves safe, for example, when they are pedestrians. They benefit from very close relationships with dedicated members of staff which provides a secure basis for learning. Children also have an excellent understanding of healthy life styles and choices as they compile menus and understand the benefit of physical activity and personal hygiene. Their good health and well-being is promoted by staff in the case of illness, and through their use of hygienic daily routines. Children respond well to challenge and to the expectations that adults have of them as young learners. Children generally acquire skills and abilities which are age appropriate and their progress ensures that most children are prepared well for future learning needs.

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	1
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	1
The extent to which children adopt healthy lifestyles	1
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

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