

Little Leintwardine Nursery

Inspection report for early years provision

Unique reference number EY416914
Inspection date 11/07/2011
Inspector Lesley Bott

Setting address Leintwardine Primary School, Watling Street, Leintwardine,
CRAVEN ARMS, Shropshire, SY7 0LL

Telephone number 01547 540641

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

Little Leintwardine Nursery CIC (Community Interest Company) originally registered in 2010. The nursery operates within Leintwardine Endowed Church of England Primary School in Herefordshire. A maximum of 24 children aged under eight years may attend the setting at any one time, 16 of whom may be in the early years age range. There are currently 31 children attending nursery who are in the early years age range, children may attend various sessions. The nursery also provides funded early education for three and four year olds. The setting is open each weekday during term times between 8am and 5.30pm. Children have sole use of a secure outside play area.

An Out of School club provides care for children before and after school. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children who speak English as an additional language. The nursery employs nine members of staff, supported by a nursery manager. All of the staff hold appropriate early years Level 3 qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are content and settled in the welcoming atmosphere of the nursery due to dedicated team working to ensure that children's welfare needs are met in addition to them making good progress within the Early Years Foundation Stage. Effective communication with parents and carers helps to promote inclusive practice, and systems are in place to support children with English as an additional language. A good understanding of evaluation and self reflection helps to identify areas for improvement.

What steps need to be taken to improve provision further?

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

- ensure daily record includes children's hours of attendance (Documentation). 26/07/2011

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

- provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, and culture
- work together with other practitioners and parents to support children's transition between settings.

The effectiveness of leadership and management of the early years provision

Safeguarding is given good attention as all practitioners are clear about child protection, reporting procedures and the signs and symptoms of abuse. Practitioners have a clear and good knowledge and understanding of their role in reinforcing child-protection procedures, including if an allegation is made against a staff member. Children play in a safe and well-organised environment as resources are well deployed and practitioners are vigilant and good attention is given to safety. However, currently the breakfast club do not record the attendance times for the children, thereby compromising their safety in the event of an emergency evacuation.

The premises are bright and warm and welcoming. The extensive range of equipment is well maintained and stored to enable children to safely and independently select activities for themselves. This makes the environment conducive to learning. Parents and carers are encouraged to share information about their child when they first start, which enables staff to carry out a baseline assessment. Parents and carers are kept well informed as they receive detailed information, including policies and procedures, newsletters and daily diaries. Information sheets on the current topic with ideas for extending children's learning ensures that children are able to continue their learning at home. Whilst the setting has an effective partnership with the school they are attached to, they still need to develop this to ensure that children's transition to all settings is smooth.

Practitioners are well qualified and systems are in place to monitor and support their professional development. Self-evaluation and risk assessment monitoring are fully implemented to ensure that continuous improvement is sustained.

Staff implement a good range of strategies to support children who speak English as an additional language. They identify common words that children may find useful. They focus on helping children to learn these so that they can communicate reasonably well with their peers and adults. Children have unhindered access to resources and staff are effectively deployed to work with children in key worker or small groups.

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

Children are confident when exploring the environment. They play an active role in activities and make choices and decisions, with the staff providing good support. They enjoy the outdoor area where they have created into a camping site. Children are able to lift the tree stumps to look and explore at what was underneath. Staff used open ended questions to extend their language on where the worms went to. A range of resources help children to understand the wider world, but these are currently restricted to planned activities. There are few posters, or displays depicting other cultures, abilities, disabilities or festivals. Children are given clear rules regarding behaviour, with staff being good role models. As a result, children

behave well. They freely express their feelings, ask for help when they need it and willingly share. Children excitedly stand on the 'line' to get ready for activities, such as using the hall within the school for music and movement. Children play, both independently and together, understand why they need to share and take turns and have good communication skills. This enables them to develop skills for their future.

Children make progress in their communication, language, problem-solving and number skills as they enjoy a range of experiences. For example, during story time children's conversation about the aliens in the book moved onto the planet and then onto different countries. They were able to use the globe to look at the world and the different countries, comparing England's size to others.

Observations indicate children's developmental stage and the next step in learning. The planning is thorough as it focuses on meeting children's individual needs and interests. Challenges are included appropriately for all children, for example, younger children worked in small groups identifying and matching items/pairs. Children are well behaved and this contributes to their ability to concentrate during activities.

Children's good health is promoted because relevant procedures are implemented, for instance, the procedures for the administration of medication. Children demonstrate understanding of maintaining their personal hygiene by washing hands. Some do so under supervision and others manage this without help. Children are kept safe on the premises. They are consistently encouraged to develop self-help skills during meal times by accessing resources independently and by making choices for activities. Children independently access their water bottles, finding the one with their picture on. The variety of the activities helps children to develop some skills for the future as they progress towards the early learning goals.

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Documentation). 26/07/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Documentation). 26/07/2011