

Pomfrett Cottage Nursery

Inspection report for early years provision

Unique reference number

EY335997

Inspection date

18/07/2011

Inspector

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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

Pomfrett Cottage Nursery has been operating under its current owner since 2005. It operates from a classroom in Chennestone Primary School, Sunbury on Thames, Middlesex. All children share access to a secure enclosed outdoor play area.

The nursery is open Monday to Friday from 8.50am to 3pmduring term time only. The nursery is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register to provide care for a maximum of 26 children aged from two to eight years. Currently there are 54 children aged from two to four years on roll who attend a variety of sessions. The nursery is able to support children with special educational needs and/or disabilities and those for speak English as an additional language.

The nursery employs seven staff. Of these, one holds qualified teacher status, two hold childcare degrees, two hold appropriate early years qualifications to level three and two are unqualified but have a wealth of experience in caring for young children. The nursery receives support from the local authority childcare and development partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for in an extremely welcoming and child-orientated nursery, in which children and their families feel valued and fully included. Therefore, children are settled and enjoy their time with both adults and friends. Children are making excellent progress through the Early Years Foundation Stage (EYFS) given their starting points and capabilities. Staff work extremely well together to meet all the children's needs and promote their welfare. The highly effective leadership motivates and inspires staff to consistently reach for and maintain very high standards. The nursery shows an extremely positive attitude to providing an inclusive environment and liaises closely with parents and other providers to meet children's individual needs. All staff are passionate about creating memorable learning experiences for all the children in their care and there is excellent capacity for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- consolidate the culture of reflective practice through self-evaluation in order to further improve outcomes for children

The effectiveness of leadership and management of the early years provision

The management have a clear sense of purpose and vision for continuous improvement. They have high expectations and inspire staff in developing their knowledge and skills, reflecting on best practice to promote the best possible outcomes for each child in their care. Safeguarding is given a very high priority. Detailed procedures are in place to check suitability of all staff. The staff are trained to recognise the signs and symptoms of abuse, and have appropriate procedures to follow should they have concerns about the welfare or safety of a child in their care. Their knowledge is kept up to date through ongoing training and staff adopt safe practice. The nursery encourages continuing professional development for its staff and children are cared for by skilful and knowledgeable team who are committed to the children in their care. All the required written policies and procedures are in place and are shared with parents. Documentation is continuously updated to underpin the setting's excellent practice.

Regular risk assessments are conducted to identify any hazards and check the environment is safe for children. Toys and resources are of an extremely high quality to maintain sustainability and are deployed to their best advantage. Staff set out the resources attractively to encourage progression across all areas of learning and to ensure that children have easy access to them on low and easily accessible shelves. The available space both inside and out is very well managed to ensure children's personal safety and well-being at all times.

Staff have a positive attitude towards promoting equality and diversity. They plan activities to help children develop an understanding of different cultures and festivals. They learn about people who are similar and different as they play with small world figures that represent cultural and ethnic diversity, and disability. Other events include the nursery's sponsorship of children in Uganda and children make up gift boxes to send. This helps to support children's understanding of the wider world.

Partnerships with parents are excellent and there is good communication on a day-to-day basis as well as frequent opportunities for parents to discuss children's progress and view their children's individual learning journals. This ensures parents are fully included in their child's care and education. Staff listen closely to what parents and children suggest and respond to their views. One recent suggestion was a nature trail in the outdoor area which the nursery has implemented. Effective settling-in procedures are in place to meet the individual needs of children and their families alongside a key person system. This helps children to feel safe and secure within the nursery. Staff members know the cultural background of each child extremely well and value the views of parents. As a result, children's welfare and sense of belonging is fully promoted.

There are highly effective systems in place to support children with additional needs and the nursery works in partnership with other agencies to support such children. The nursery is extremely proactive in establishing links with teachers from primary schools to support children's smooth transition from nursery to full-time

school.

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

On arrival children confidently hang up their own belongings and settle quickly to their chosen activity, chatting cheerfully to the friends. Highly effective curriculum planning ensures a good balance of adult-led and child-initiated activities are planned around children's individual interests and levels of ability. Practical activities arouse children's natural curiosity and develop their exploration skills. For example, children show high levels of interest in exploring the digging area that they have created outdoors. Staff extend this game in suggesting that children transport soil, leaves and plants in dumper trucks around the this area. The children flourish in a rich learning environment with challenges that meet the individual needs.

Children have excellent opportunities to be creative and to practice their early writing skills, using a wide range of resources throughout their play. There is an excellent range of mark-making materials freely available for children to make their own pictures and experiment with art and craft materials. They cut ribbon and wool with scissors and explain to each other that they must hold the scissors down to keep each other safe. They draw mini-beasts identified from a picture book, then go outside with magnifying glasses to see if they can find them. This is another example of a play activity being extended to provide an engaging learning opportunity.

Numeracy and problem solving consistently form part of the children's daily activities, through adult-led and child-initiated activities. When baking 'Dinosaur cookies' children confidently weigh butter, sugar and flour. Staff take the opportunity to extend this activity by asking many open-ended questions to encourage children to think and convey their thoughts and feelings. Staff ask the older or more able children to describe how the flour feels; 'It's soft and fluffy' and 'it looks like snow' comes their reply. Younger children are encouraged to feel the butter; 'Oh it feels cold' and 'that's because it's been in the fridge'. They giggle as they become covered in flour and discuss that too much sugar is bad for our teeth 'but we need some for energy'. They enjoy playing a range of different musical instruments such as drums and a didgeridoo learning about rhythm and sound. Children are supported exceptionally well throughout by enthusiastic staff, who encourage their curiosity, and provide a wide variety of experiences which allows the children to make excellent progress in their learning.

Good behaviour management strategies are in place, helping children to understand the importance of working harmoniously within the group. Children are given gentle reminders about appropriate behaviour. For example, 'we must walk, what might happen if we run?, we might fall'. Consequently children behave well; they show kindness to each other and are willing to co-operate and share. Staff are calm and patient in their approach. As a result, children show a strong sense of security, feel safe, develop a strong sense of belonging and are motivated to learn.

Children learn about leading healthy lifestyles as they participate in an extensive range of activities which actively contribute to their understanding of good health and wellbeing. They access outdoor play daily in all weathers which supports their physical skills. They enjoy using the very good range of climbing apparatus and happily participate in outdoor games. They recognise when they are thirsty and help themselves to water from suitably sized jugs. They show consideration to others by offering friends cups of water. Healthy meals and snacks are available and are eaten sociably together at the table. The children are taught to routinely wash their hands after using the toilet and before eating and this enables them to develop good habits for the future. They plant a range of vegetables and herbs such as strawberries, potatoes and mint in the garden and enjoy eating these at snack time. These positive early experiences provide children with a good start in life to enable them to develop the skills needed for their future success.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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