

Reepham Nursery School

Inspection report for early years provision

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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

Reepham Nursery School opened in 1974 and operates from the pavilion situated on the playing field in the rural town of Reepham. Children who attend are from the local town and the immediate vicinity. The children use a large hall and have access to a secure outdoor area for play activities.

The nursery is open every day between the hours of 9.30am and 3.30pm, except Wednesday morning and Friday afternoon, during school term-time only. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are currently 46 children on roll. This includes 37 funded three- and four-year-olds. The setting is able to support children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery school is managed by a voluntary committee who employ a team of five staff to work with the children. The co-supervisors are both qualified at level 4, and all other members of staff hold appropriate childcare qualifications at level 2. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making steady progress in their learning and development and are adequately provided for within the Early Years Foundation Stage. Their health is promoted by staff, although weaknesses in the setting have the potential to compromise safety. A sound partnership with parents ensures children's needs are met, but partnerships with other providers are not wholly effective. The nursery has begun to use self-evaluation to bring about improvements. However, systems are not yet fully in place to ensure this is entirely effective.

What steps need to be taken to improve provision further?

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

- review procedures to ensure that people whose suitability has not been checked are not allowed unsupervised contact with children who are being cared for in the setting (Suitable People) 18/07/2011
- conduct a risk assessment and review it regularly, at least once a year (Suitable Premises) 05/09/2011
- provide activities, by using the planned next steps, which are appropriate to individual children's stage of development and individual interests (Organisation). 05/09/2011

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

- improve practitioners' knowledge and understanding of safeguarding issues in order to implement the safeguarding children policy and procedures appropriately
- work together with other practitioners delivering the Early Years Foundation Stage to children in the nursery to support children's transition between settings
- use self-evaluation and quality improvement processes as the basis of ongoing internal review to identify the setting's strengths and areas for development and priorities that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children benefit from the fact that all staff members hold childcare qualifications and are appropriately trained in first aid. There are written policies and procedures in place to ensure staff working with children are suitable to do so, and procedures to be followed in the event of allegations being made against staff. However, practices in the setting are not sufficiently robust to ensure that people whose suitability has not been checked are not allowed unsupervised contact with children. Staff demonstrate a secure understanding of safeguarding issues with regard to protecting children from abuse, but uncertainties in procedures with regard to allegations being made may lead to delays in action being taken and ultimately children's safety may be compromised.

Daily opening checks are used to ensure the environment is suitable for young children to use, however robust risk assessments which cover the entire setting have not been reviewed for three years. As a result assessment of the significance of individual risks has not been undertaken, having the potential to compromise safety for all in the setting. Nevertheless, toys and equipment are varied and clean and staff work hard to create a child-centred and colourful environment for children to use. The outdoor area is easily accessible and children are enabled to make choices about what they do.

The nursery supports children with specific needs, and through secure and trusting relationships with parents, children are integrated in the setting and are offered the same opportunities to make progress. All staff are aware of how to support individual children and through a patient and kind approach help children to develop new skills. The nursery uses some resources and activities to help children understand the wider world, for example when celebrating Chinese New Year children dressed as dragons and tasted food from China. Children enjoy looking at the globe with staff members and talking about what they see and whilst 'sailing their pirate ship' are able to think about different countries they might visit.

The secure partnership with parents enables parents to be confident in their

involvement in the setting, for example, by serving on the management committee. Parents report that they feel appropriately informed about the setting and are able to contribute ideas to progress their child's learning further. They provide information through the children's Learning Journeys, or through discussing children's progress with key workers. Partnerships with other settings delivering the Early Years Foundation Stage to children in the setting are not established and as a result transitions between settings are not always well supported.

Staff have recently begun to reflect on their practice with the support of the local authority and have developed an action plan for improvement. Additionally they have met the actions and recommendations set at the last inspection which has gone some way to improve outcomes for children. However, the self-evaluation system is not yet sufficiently robust to regularly monitor the provision, to include all users' views and to identify the setting's strengths and areas for development that will improve the quality of all areas for all children.

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

Children are happy and well settled in the pre-school. They are confident because they are appropriately supported by staff who know them well. Staff make good use of questioning to promote learning, for example, 'what do you think will happen if ..?'. Staff have a good understanding of the areas of learning and identify what children have learnt by taking part in an activity. This is recorded appropriately, however, the next steps for children's development are not planned frequently enough or used to inform curriculum planning to ensure all children make progress. As a result older children are not sufficiently challenged and planning does not always reflect the individual needs and interests of each child in the setting.

Children take part in a range of activities which contribute to their learning and development. Younger children are encouraged to sound out the letters of their name, whilst older children are able to write the letters by tracing over dots. They join in with some favourite songs and they listen well in group situations. Children play matching games, matching colours to the dice, and take turns as they play the board game. They count forwards and backward in number rhymes and older children are able to use calculation to add up 10 children and seven grown ups. Children build with blocks and use craft materials to design treasure boxes. A small group of children mould a volcano out of damp sand and explain how the lava is flowing from the top. Children's physical development is promoted through crawling through tunnels and hoops or scooting along on tricycles outside.

Children show an awareness of safety issues. A fire drill is held during the inspection and children are heard talking about how they need to call the fire engine. Staff ask what number they should dial and later provides them with fireman's hats and a 'hose' to extend their play. Children are supported adequately in adopting appropriate hygiene practices and healthy habits, for example the

dental hygienist has visited the setting, and a child explains he is using soap to get rid of the germs. Children have considered the impact of exercise on their bodies after completing the obstacle course and they are offered healthy snacks.

Children show care and concern for one another and friendships have clearly formed as they comment 'He is my best friend'. Children's behaviour is generally good and staff manage any behavioural issues promptly and positively, helping children learn right from wrong. Children are mostly secure in the skills they require to progress their 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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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