

Elswick House Nursery School

Inspection report for early years provision

Unique reference number	218426
Inspection date	18/09/2008
Inspector	Jayne Rooke
Setting address	Fisherwick Road, Lichfield, Staffordshire, WS14 9LH
Telephone number	01543 432329
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Type of setting	Childcare on non-domestic premises

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.

Description of the setting

Elswick House Nursery School is privately owned and managed. It opened in 1986 and operates from the proprietors home in a converted seventeenth century stable block in Whittington, Staffordshire. Level access to the entrance means that the ground floor areas of the premises are easily accessible. The nursery serves the local and surrounding areas. All children share access to a secure enclosed outdoor play area.

A maximum of 28 children may attend the nursery at any one time. The group is open each weekday from 07.30 to 18.00 throughout the year. There are currently 60 children attending who are within the Early Years Foundation Stage (EYFS). The setting has strong links with the local primary school.

This provision is registered by Ofsted on the early years, compulsory and voluntary childcare register.

The nursery employs 12 members of staff. Of these, eight hold appropriate early years qualifications. A qualified teacher is employed to manage the educational programme.

Overall effectiveness of the early years provision

Elswick House Nursery School is highly effective in promoting successful outcomes for children in the EYFS. Excellent planning systems ensure that all children make rapid progress towards the early learning goals, given their starting points and capabilities. Staff continuously strive to create a safe, and welcoming environment which is inclusive to all children and their families and carers. They use their knowledge and expertise exceptionally well to ensure that all children benefit from the exciting range of activities. Consistent self evaluation methods have a significant impact on the high quality of care provided, with all staff and the children's parents and carers contributing to ideas for continuous improvement. As a result children thrive in a vibrant, caring and stimulating environment.

What steps need to be taken to improve provision further?

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

- provide further resources in the everyday environment that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities
- develop further the arrangements for assessing children's attainments on entry.

The leadership and management of the early years provision

Highly effective policies and procedures ensure that children are fully safeguarded and protected. For example, robust recruitment, vetting and appraisal procedures ensure that staff hold the necessary qualifications and skills and complete suitability checks which are regularly reviewed. The provider has exceptionally high aspirations for children's care and well being, taking positive action to monitor and evaluate the quality of the provision to identify and implement successful improvements. For example, staff engage children's interests in sensory play and activities and create an exciting outdoor learning environment which enriches children's learning and development. The provider has taken positive steps to ensure that the recommendations made at the last inspection have been met, introducing an effective key worker system, keeping detailed child development records and analysing risks and hazards effectively.

All staff are highly committed to developing and improving their knowledge and expertise. They attend regular training events to keep up to date with new ideas and information and take on different roles and responsibilities to effectively support children's learning, development and individual needs. Parents and carers are actively encouraged to take part in their child's learning and are welcome to share their own knowledge and interests as part of the children's learning programme. They receive good quality information about their child's routines and activities, although there is no clear system currently in place to record what each child can do when they first start to attend. The provider maintains good links with other professionals and with the local school to ensure continuity of care and learning.

The quality and standards of the early years provision

Children are provided with exceptional opportunities to help them become active and inquisitive learners. Staff respond skilfully to children's interests and ideas extending children's communication, literacy and numeracy skills with expertise. Children contribute to the highly effective planning systems, offering suggestions for words and patterns linked to themes and topics. Staff securely base their planning on their extensive knowledge of what each child likes and can do. They use current observation and assessment methods very well to monitor each child's progress and identify next steps in their learning. Keyworkers talk to each child's parents/carers daily so that they are well informed about children's individual interests and abilities. They adapt routines and activities to support children's individual learning needs and or disabilities. Rooms and resources are used creatively to provide a stimulating learning environment, although resources which reflect diverse communities, disabilities and other languages are not always prominently displayed in the everyday environment. This minimises opportunities for children to extend their knowledge and understanding of the wider world.

Children are keen to express their ideas through discussion, drawing, painting and early writing. They enthusiastically share their knowledge of texture, shape and patterns during role play and group activities and are actively engaged in projects

which help them to learn about their local and surrounding community. They develop competence when using technology equipment such as the computer and tape recorder to listen to songs and stories and operate simple programmes. The innovative and exciting outdoor play area significantly enhances children's knowledge and understanding of the natural world. For example, children help to feed the special breed chickens and quail and grow flowers and vegetables as they tend the allotment patches.

Children learn about healthy eating through projects and discussion and during planned cooking activities. They sometimes help to prepare simple snacks such as sandwiches and toast. Their own drink containers are accessible to them at all times so that they do not become thirsty. They learn to take care of themselves in a safe and supportive environment. For example, older children are very clear about how to use tools and equipment carefully and how to move around the nursery safely when using the stairs. Their confidence and physical abilities are enriched as they learn to climb safely into the tree canopy to pick apples from the tree, using a specially constructed platform. Staff are secure in their knowledge of all health and safety requirements and have a very clear understanding of child protection procedures.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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