

Sawston Nursery

Inspection report for early years provision

Unique reference number 221629
Inspection date 12/08/2011
Inspector Clementina Ogunsanwo

Setting address Tannery Road, Sawston, Cambridge, Cambridgeshire, CB22 3UW
Telephone number 01223 472018
Email swastonnursery@care4free.net
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Sawston Nursery is run by a management committee and board of trustees made up of members of the local community and parents of children attending the setting. It opened in 2000 and operates from a purpose-built building in the village of Sawston close to Cambridge. A maximum of 54 children may attend the nursery at any one time. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. All children share access to secure enclosed outdoor play areas. There are currently 101 children aged from birth to under five years on roll. Of these, 29 children receive funding for nursery education. Children come from a wide catchment area. The nursery employs 19 members of staff. 13 of the staff, including the manager, holds appropriate early years qualifications. Five staff are working towards early years qualifications. The nursery uses elements of the Highscope approach to education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are safe and are making remarkable progress as a result of staff's active commitment to driving improvement. Staff make excellent use of what children know and can do to plan activities, which take children to the next stage of their learning, which assists them in making rapid progress. Staff keeps parents regularly informed about their children's achievements. All the paperwork required for the effective care of the children is regularly updated and are used for their daily care. Parents feel that their children are kept safe and that the nursery has made significant contributions to their children's positive early learning experience which facilitates their smooth transition into statutory schooling. The nursery has completed a comprehensive and accurate self-evaluation of the nursery's practice. The active commitment to improvement is evident in the quality of provision and children's outcomes, all of which are outstanding. The setting has effectively addressed the points for improvement identified at the previous inspection.

What steps need to be taken to improve provision further?

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

- extend links with external agencies and partners in order to sustain the outstanding quality of provision.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because of rigorous systems which ensure their safety and well-being. A clear and detailed safeguarding policy is implemented well in the day to day care of the children. All staff take collective

responsibility for keeping the children safe and have a secure knowledge of steps to take, to keep children safe at all times. They have undertaken the relevant safeguarding training and are fully aware of their responsibilities to refer any concerns they have, about the children's welfare to the relevant safeguarding authority. Children are cared for in a safe, secure and well maintained environment. A detailed risk assessment has been carried out on all parts of the property and regular safety audits are conducted to ensure that the environment is safe for the children. Regular fire drills are conducted which develops staff's secure knowledge of evacuation procedures.

All policies are detailed, well maintained and accessible. The required records of the personal care, health and dietary needs of the children, such as, frequency of drinks and administration of medication when required are regularly updated. Similarly, an accurate record of children's hours of attendance and prior parental permission for the administration of medication is maintained.

The resources and activities are clean, well maintained and are used effectively for promoting the care and the learning of the children. For example, age appropriate and accessible toys and resources enable all the children to independently explore and learn from their environment. Staff make excellent use of art, music and movement to stimulate the younger children which makes learning fun and enjoyable. Clearly labelled resources and designated learning areas facilitate the children's informed choice.

Staff takes positive action to ensure that activities are effectively adapted to include all children, thereby, ensuring the active promotion of equality of opportunity and inclusion. Purposeful exploration and celebration of the ethnic background of the children is increasing the children's awareness of diverse cultures. Parents hold the work of the school in high regard. They share valuable background information on their children when they start and are encouraged to contribute to assessments and support current topics. Consequently, there is continuity of learning from the home to the nursery. Staff regularly inform parents about their children's progress. Parents are informed of current topics through regular newsletters.

Positive links with local primary schools facilitate the children's smooth transition, to the next stage of their learning. The positive partnership with local nurseries keeps staff informed on current childcare issues although the scope of partnerships could be extended. Self evaluation is accurate and leaders have identified the key priorities for improvement. Leaders' incisive self-evaluation is effectively used to guide practice, which ensures sufficient focus the on active promotion of outcomes for the children. The active implementation of strategies to promote the children's outcomes makes a significant contribution to children's learning and development. Leaders and managers are highly committed to drive improvement. For example, leaders actively seek professional development opportunities which have made a significant contribution to staff's consistent professional development.

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

Children are happy and flourish as a result of the high levels of care and the provision of a rich and meaningful range of activities. All the children, including, the babies, toddlers and the pre-school age children enjoy and actively undertake the full range of activities provided. For example, the pre-school children undertake purposeful role play activities, such as, the meaningful recreation of a vet shop which sustains their interests for extended period of time. The younger children are calm and have settled well into the familiar routines. Their close bond with adults is evident from their smiles and the ease with which, they make their requests known to staff. They are developing a keen interest in books and the toddlers freely choose books and hand them to staff to read to them.

Children's opportunities to join in action songs, background music, and the increasing ability to imitate, create movement in response to music during musical movement sessions makes learning meaningful. Similarly, the pre-school children have delightful learning experiences on growth which included comparisons of the stages of growth of runner beans which is meaningfully linked to healthy foods. Ample opportunities for creative expression through art, such as, splash, sponge, ball, foot painting and finger printing, facilitate children's exploration of a range of patterns. Children interact well with each other during a range of lively game sessions and cooperate well with each other. Behaviour is outstanding. Children's obvious enjoyment is evident in their delight as they independently make colourful patterns during outdoor splash painting.

Staff's positive interaction with the children during activities extends their play. For example, staff's active engagement with the children is enabling the toddlers to acquire new vocabulary. Older children engage in lively conversations with both adults and children, particularly to talk about their role play experiences. Their increasing level of independence is evident at well organised mealtimes during which the pre-school children serve their meals and eat independently whilst the toddlers required minimal adult support.

Excellent hygiene procedures are in place to prevent the risk of infection. Children routinely wash their hands after play sessions and before meal times. They demonstrate a sound awareness of the benefits of adoption of good hygiene habits. Their health and well being are promoted excellently well, through provision of a healthy selection of fruits and vegetables and the consistent access to clean drinking water. Their awareness of the benefits of a healthy lifestyle is further enhanced, through planting vegetables and harvesting runner beans which is used to prepare lunch.

Purposeful opportunities to plant and water vegetables provide positive contribution opportunities. Children are learning about the importance of information technology through regular game sessions on the computer and independent use of digital cameras to take photographs. Regular discussions about keeping safe during trips and explanations about the purpose of fire drills contribute to the children's sound awareness of safety. Children are developing an

excellent awareness of an active lifestyle, through regular music and movement sessions and outdoor physical play sessions, facilitated well by a range of climbing and balancing outdoor equipment. The pre-school children could count accurately, read simple words and write their names independently, which is developing their skills for the future.

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	2
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
--	---

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

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

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