

Alcester Nursery Studio Limited

Inspection report for early years provision

Unique reference number EY410723
Inspection date 02/08/2011
Inspector Tracey Boland

Setting address Our Ladys Catholic Primary School, St. Faiths Road,
ALCESTER, Warwickshire, B49 6AG
Telephone number 01789 765 780
Email debittiley@yahoo.co.uk
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

Alcester Nursery Studio Ltd was originally registered in 1985 and registered again at these premises in 2010. It operates from a purpose-built building on the grounds of Our Lady's Roman Catholic school in Alcester. Children have access to a fully enclosed outdoor play area.

A maximum of 45 children from two to five years may attend at any one time. The setting also provides care for older children. The setting operates from 8am until 6pm for a variety of sessions. A breakfast club operates from 8am until 9am, the nursery session operates from 9am until 3pm, and the after school club operates from 3pm until 6pm. Sessions are flexible and children may attend for different or all sessions. A holiday club operates from 9am until 3pm for four weeks during the school summer holidays. The setting operates a service to take children to and collect them from local schools. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

A maximum of 10 staff work with the children, all of whom hold relevant childcare qualifications. The nursery receives support from the local authority and has strong links with the children's centre. There is direct access to the nursery, including access for wheelchair users, and appropriate bathroom facilities are provided.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely well safeguarded and safety within the provision and outdoors is excellent. Children are happy, engaged and interested in the exciting variety of activities available to them. Their care needs are met very well by a caring, considerate staff team who demonstrate a concise understanding of children's individual needs. Staff plan for the children's needs, and children's views enhance the staff's ideas. The environment is inclusive and firm partnerships have been formed with parents, teaching staff and other professionals who may be involved in a child's life. Comprehensive risk assessments are in place for both the setting and forest school they visit, and staff are vigilant to safety at all times. Systems for self-evaluation are in place, which include parents' views.

What steps need to be taken to improve provision further?

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

- develop current systems of self-evaluation to include the views of children attending the setting.

The effectiveness of leadership and management of the early years provision

Children are cared for in an environment where they are well protected from abuse and neglect. Staff demonstrate excellent understanding of their role and responsibility relating to safeguarding and their knowledge is kept up to date through training and discussion. Robust recruitment procedures ensure that all staff are suitably checked in order to care for children and a buddying system is in place to ensure unvetted adults are not left unattended with children until all checks are completed. Comprehensive risk assessments and daily visual assessments are made of all of the areas accessed by children to ensure potential hazards to children's safety are minimised. Children are involved in fire evacuation practises to ensure they are fully aware of the procedure they should follow in the event of an emergency.

Children are very well cared for at times of minor accidents as all staff hold valid first aid certificates. Health records are maintained and countersigned by parents and concise records are maintained for children with allergies or needs. Staff have completed epipen training to ensure they are able to deal with any emergency situation competently. Children enjoy the flexibility of free-flow play, which enables them to access the outdoors at all times. Space is very well organised and staff are deployed effectively to ensure that children are continually well supervised.

Staff work cohesively with parents, carers and other agencies to support the children's needs to ensure they are continually included in the life of the setting. Policies and procedures are concise and informative and are shared with parents. The environment is friendly and relaxed and parents speak highly of the staff and the service their children receive. They state that they feel happy in the knowledge that their children are safe, are involved in an excellent variety of activities and that the staff know the children well.

Excellent systems are in place to enable staff to continually monitor and evaluate practice within the setting, and the views of parents and carers are actively sought. Staff are now looking at developing this further to include the views of the children as part of the evaluation of the holiday club. The setting has well-targeted plans for the future and is committed to its continued development and success. Staff have spent time getting to know the children and parents, and their care needs are known and sensitively met. As a result, children are relaxed, secure and have a sense of belonging.

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

Staff have developed excellent routines for planning which ensure that all children's needs are included and met through their understanding of how children learn and play. They confidently plan a wide variety of activities and play experiences that cover the six areas of learning and stimulate children's interest through both child-initiated and adult-led activities. Interaction between staff and

children is wonderful and children seek support from staff when needed. Staff complete observations of the children during their play and are able to use the information to help plan for their future individual needs. Staff have an excellent knowledge of the children in their care and continually meet their needs extremely well.

Behaviour in the setting is excellent. Children are kind, courteous and polite. Older children are mindful of the younger members of the group and support and interact with them well. All children respond exceptionally well to requests from staff and understand the rules of the club. All children settle into the activities and are actively engaged and involved. A large white board displays the activities available each day and children's views are sought to see what they would like to be involved in. Their independence is continually encouraged and they are comfortable with the routines during the session. They understand the importance of washing their hands before snack, after messy play and after using the bathroom, and staff take appropriate steps to prevent the spread of infection. The care needs of very young children are sensitively met and their dignity is maintained through the good nappy changing procedures that are in place.

Children have weekly opportunities to be involved in forest school. Staff ensure they are well protected from the elements when needed and children explore and investigate in this natural environment. Children are made aware of potential risks and how to prevent accidents through guidance from the staff and learn the importance of thinking about their actions, for example, not going beyond the blue rope and to use utensils safely, such as potato peelers. Activities include making apple men, collecting suitable sticks and twigs, binding them together to make a figure and making a head from an apple, drawing on the features and talking about expressions and feelings. They learn the importance of using natural materials and caring for their environment while having fun.

Children are inquisitive as to how things work and are actively involved in making a volcano, using paper mache and paint. As the weeks progress, their volcano can be used for imaginative play with the dinosaurs and creating an explosion by mixing two ingredients. Children are extremely creative and enjoy junk modelling and designing mosaic tiles using various tools, equipment and materials. They continually develop their physical skills and enjoy using various electronic computer games and interactive activities, such as bowling and tennis. Children of all ages are actively involved and reflect on their play during the quieter time when they enjoy their picnic lunch. Their dietary needs are met and fresh drinking water is freely available, ensuring they stay hydrated.

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