

Sandhurst Nursery School

Inspection report for early years provision

Unique reference number

EY331714

Inspection date

23/09/2011

Inspector

Cliff Walker

Setting address

Sandhurst Cp School, Rye Road, Sandhurst, CRANBROOK,
Kent, TN18 5JE

Telephone number

01580 850407

Email

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

Sandhurst Nursery School opened in 1975 in the Old School Hall. It moved to the social club as a temporary measure in July 2009 and moved back to the Sandhurst Primary School site in September 2010. It operates from a self-contained building of two spacious rooms, an office and a toilet area. The provider is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend the nursery at any one time. Children have access to a small self-contained outdoor area and also shared access to the school playground, garden and field. The nursery is open each weekday during school term times from 8am to 4.30pm with the option to open longer at a later date. The group serves the local and surrounding area. It has substantial links with the host primary school, to which most children transfer, with a local children's centre and with the local community. There are currently 25 children aged from three to four years on roll. The nursery receives funding for the provision of free early education for three- and four-year-olds. The nursery employs five members of staff. The manager is qualified at National Vocational Qualification (NVQ) level 3 and all other members are either qualified or presently undertaking NVQ at level 3 qualifications. The nursery receives support from the advisory teacher from Kent Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a safe, secure and stimulating environment in which children can play, develop and learn well; their behaviour is excellent. Staff systematically assess children's learning. They use this information well to carefully plan activities which help children to make consistently good progress across all areas of learning and development. The staff do not always question children carefully enough to extend their learning. Nevertheless, there is good capacity to maintain continuous improvement. Parents hold the nursery in very high regard.

What steps need to be taken to improve provision further?

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

- improve the quality of questioning to further develop children's knowledge and skills.

The effectiveness of leadership and management of the early years provision

The nursery places a strong emphasis on safeguarding and children's welfare. Policies and systems are rigorous. Vetting procedures for staff are thorough so that

only suitable adults are employed. The local authority and local safeguarding board provide access to good quality training so that staff know how to keep children safe and help them feel safe. Risk management is good. The site is safe. Entry and exit are managed well. Children are encouraged to play safely. The nursery is led and managed well. Recommendations from the previous inspection have been fully implemented. The manager, in post only eight months, has an ambitious vision for improvement which is shared by her well-motivated staff. Good day-to-day monitoring informs effective planning, leading to good and improving provision and outcomes. Self-evaluation, in which staff are involved, is good, enabling the nursery to improve rapidly. The manager listens to, and takes account of, parents' views. The nursery promotes equality and diversity well. At the time of the inspection, there were no children identified as having special educational needs and/or disabilities. Children from different cultures relate well and make similarly good progress. They learn about other cultures and to respect differences through, for example, finding out how differently people dress and by celebrating a range of religious festivals. The nursery makes good use of partnerships to enhance its provision and promote children's well-being and learning, including strong links with the host primary school whose headteacher is a trustee. Children join in almost all its festivals, sports days and special events. Transition into primary is well managed with children visiting reception beforehand and almost all transfer to the host school. The nursery is well supported by the local authority, especially in the development of leadership and management, assessment and finance. The nursery hosts some local children's centre activities, such as sewing and cooking classes for parents and a crèche. Good links with the local community also encourage wider involvement in the nursery. The nursery deploys its resources well. Staff are well qualified and promote children's well-being and development effectively. It makes good use of its own excellent facilities and the host school's, especially the garden and field, to enhance learning. The building is modern and well-suited to the children's needs. It is well-maintained and clean. Consequently, children are kept very safe and healthy. Many good quality resources are made easily available to children, such as construction toys, art materials, role play dressing-up outfits, number lines, fiction and non-fiction books, musical instruments and two computers with a good range of programs, which help develop, for example, good language, mathematical and creative skills. The nursery's engagement with parents and carers is good. They chat confidently with staff to discuss their children's needs and give their views. They are extremely positive about the nursery and describe it as 'brilliant' and 'fantastic'. They say that staff are 'very caring', they keep the children 'very safe' and that their children 'love it.'

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

The quality and standards of the nursery's provision are good because it is well focused on welfare and learning outcomes for all children. The nursery provides a very safe, welcoming environment. Children feel very safe because they develop a strong relationship with their key person. The positive atmosphere created by staff results in children entering happily, separating from parents without fuss and

settling immediately to play. They display a strong sense of security, moving around confidently and freely. Children are taught well about risks, especially before going outside, and the nursery involves parents in teaching children about risk. Consequently children play very safely, indoors and out, with little adult intervention. Children make good progress towards the early learning goals because staff monitor their progress well and make good use of assessment in their planning. Consequently, children learn actively and independently and clearly greatly enjoy their learning. However, adults do not always use questioning effectively to extend children's learning. For example, when engaged in a bug hunt, adults tended to tell the children about what they were finding rather than guiding their thinking through asking questions.. Through a range of good activities, children develop good speaking, listening and literacy skills. For example, they share books with staff and use computers to enjoy nursery rhymes. They listen well and talk confidently about themselves. Children make good progress in problem solving, reasoning and numeracy through a wide range of age-appropriate activities. For example, they count each other at registration and check the number of ticks, measure each other and reliably record their heights, match shapes and sing number songs. Children learn about the effects of exercise, listening to their hearts before and after exercise and noting the difference. They are physically very active in the outdoor area and school grounds, which offer a good range of opportunities to exercise well. They enjoy a healthy mid-morning snack of a good range of fruit. They are encouraged to make healthy choices. Parents are encouraged to provide healthy lunches or opt for a hot lunch prepared by the school. Children are taught well about hygiene, washing their hands carefully after dirty activities and before eating. Children participate actively and enthusiastically in play and learning opportunities, many of which they initiate themselves. They make friends, play well with each other and respect each other's feelings. Children take responsibility and help adults. They prepare for home time independently. Children use their language skills well through activities such as circle time and playing sound games. The first stages of linking sounds and letters are developed well. Children make good use of computers and, for example, operate a mouse accurately to access useful learning programs.

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? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

| | |
|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

| | |
|--|---|
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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