

Overton Nursery & Pre-School Centre

Inspection report for early years provision

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Inspector Jo Warburton

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Type of setting Childcare - Non-Domestic

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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

Overton Nursery and Pre-School was registered in 2011 and operates from within the local community centre. The nursery offers care from a baby room, small hall and main hall for free play. The provision is open from 7.30am until 6pm each week day. They have access to a garden for outdoor play. There is a qualified manager in post who holds an Early Years Professional Status (EYPS), along with three members of staff who hold relevant level 3 qualifications in Early Years and one who is currently working towards a level 3. The nursery is registered to care for a maximum of 36 children under eight years at any one time, of whom no more than 36 may be in the early years age range and of these no more than nine may be under two years. There are currently 27 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is well led and managed by a well organised and committed manager. Good progress is made towards the early learning goals. As a result of effective learning and development records, staff know children well and plan for their next steps. The setting works well with partners and parents to meet the needs of children with special educational needs and/or disabilities. All required policies and procedures are in place to safeguard children. The setting is focused on continual improvement, identifying goals for developing the outdoor play area. This is in its early stages and does not yet offer children a full range of opportunities.

What steps need to be taken to improve provision further?

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

- develop further the outside area to offer the children freedom to explore and use their senses, be physically active and exuberant.

The effectiveness of leadership and management of the early years provision

A strong commitment to keeping children safe means that all staff have a good understanding of their roles and responsibilities in relation to safeguarding. All necessary policies and procedures are in place and effective safeguarding checks ensure that the setting only employs personnel who are suitable to work with children. Comprehensive risk assessments are routinely carried out to protect children as they play indoors and out, and go on outings. Staff are vigilant throughout the day, ensuring children are well supervised and protected from accidental harm.

The manager leads and encourages a culture of reflective practice, self-evaluation and informed discussion to identify the nursery's strengths and prioritise key areas for development. As the setting is in its early stages, self-evaluation is being effectively developed and everyone in the setting shares the strong commitment towards continually improving outcomes for children. Funding has recently been obtained to develop the new outdoor play area as this is clearly identified by the nursery as the highest priority area to improve opportunities for children. Currently children have limited opportunity to use the outdoor area to explore and be physically active.

Staff are well qualified and are highly committed towards continuing their own professional development. The manager promotes collaborative working to share knowledge, question practice and test new ideas. This creates a happy, supportive atmosphere and promotes consistency and continuity for families. Staff meetings are held regularly and staff are deployed effectively to provide appropriate supervision for children across the age ranges. A strong inclusive ethos is promoted within the setting to ensure that every child is valued and respected as an individual. Key staff are experienced and qualified to identify and respond to children's additional needs.

Staff provide an excellent level of early intervention and work well in partnership with parents, appropriate professionals and support agencies. Staff promote positive attitudes to diversity and difference within all children. Consequently, children and families feel included, safe and valued. The setting promotes equality and diversity in its recruitment, admission and learning and development. The local community support officer has strong links with the nursery and regularly visits to talk to the children about safety. The manager has established excellent links with local primary schools and other settings the children attend. This enables a smooth transition for children with staff from each setting working together.

Parents are valued as the most knowledgeable resource about their own child and as a result, are encouraged to work closely with the key worker. Newsletters are sent home to update parents and comment slips are encouraged and acted upon. Parents receive information about their children and the progress that they are making through daily diaries and consistent verbal feedback. The opinions of parents confirms that they are more than happy with the care, individualised education and open door policy the nursery is providing.

A good routine enables children to feel secure and the staff set out equipment in the pre-school room each day, to appeal to the children and enable them to initiate their own play. All equipment is stored at the end of each session and staff see this as an opportunity to evaluate the setting each day and make changes if activities are not appealing. Resources are reviewed and well looked after and children learn to accept responsibility for their toys and equipment.

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

Children progress well as they are provided with a broad range of interactive activities. All rooms are well resourced to allow plenty of opportunities to engage in free play. Staff know the children and their capabilities and activities are matched to the full range of children's needs, enabling all of them to succeed. Staff closely observe children's progress and use assessment and planning well to identify children's next steps. Staff are knowledgeable and understand when to allow children to play independently and when to support and challenge their play. Children happily engage in water play with small world toys and staff add bubbles to the water, engaging in meaningful conversation about bath time at home.

Children enjoy their learning and the setting's commitment to providing well-thought-out play opportunities enables children to make choices and be creative. Children are very happy throughout the session and are warmly welcomed by staff and peers when entering the room. Children are confident and secure, chat and laugh together and are given strong support from their key workers.

In the baby room, children excitedly engage in mark making using paint dabbers, encouraged by staff to count and identify colour. Other children engage in multi-sensory experiences, encouraging experimentation, exploration and investigation. Children freely choose animals and sensory items to go in the tray of cornflakes as they explore texture and noise. In the Toddler/Pre-School room, children are encouraged by staff to solve problems, such as, creating patterns of colour using different sized bears. Staff extend children's vocabulary as they use mathematical language to talk about numbers and compare size and shape. Others are engaged in a large vehicle floor puzzle, confidently talking about cars and the importance of safety.

Books are easy to access in both rooms and children enjoy looking at them individually and sharing with staff. Basic skills for the future are important in the setting and the children have the benefit of lots of activities to promote literacy. Access to technology, such as using cameras or computers, extends their experiences and develops skills for the future. Writing shopping lists in the role play cafe, and designing models in the construction area continue this opportunity. Circle time is developing well as an opportunity for name, number and shape recognition as children are encouraged to hunt for something red in the room.

Children feel safe and understand the boundaries of the pre-school. They make choices and take considered risks in the well-planned environment. Staff are vigilant and ensure children's continued safety. The health of children is maintained through the provision of healthy snacks and drinks and all children are encouraged to wash their hands before eating. Children also learn how to keep themselves safe. They take part in regular fire drills and learn how to respond to instruction promptly.

Independence skills are strongly promoted when, for example, toddlers use forks and spoons to feed themselves and cloths are provided in the baby room for

children to wipe their own face and hands. There is a calm and purposeful atmosphere throughout the setting with all children busily on task, whether enjoying their newly developing outdoor space, looking for insects and birds whilst walking in the woods or chalking on large boards in the garden.

The environment is clean and hygienic and strict measures are put in place for nappy changing to ensure health and safety. Children are very well behaved and polite, reflecting the excellent role models provided by staff. They learn about their own group, the community and the wider world and the staff actively promote tolerance by talking about families and promoting other cultures through role play, books and small world figures.

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	1

The quality of the provision in the Early Years Foundation Stage

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

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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