

Olney Nursery

Inspection report for early years provision

Unique reference number	141849
Inspection date	21/11/2011
Inspector	Hayley Marshall

Setting address	Olney Church Hall, High Street, Olney, Buckinghamshire, MK46 4AA
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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

Olney Nursery opened in 1996 and is privately owned. It operates from a large main room and enclosed garden area in the Church Hall, in the market town of Olney. A maximum of 24 children may attend the nursery at any one time. Children attend from Olney and the surrounding areas. The nursery is open each weekday from 9.00am until 12.15pm and 12.15pm until 3.30pm term time only. There are currently 49 children on roll aged between three and five years. Children aged three and four years are funded for free early education. The nursery supports children with special educational needs/or disabilities. There are six members of staff. The manager is an Early Years Professional and has Qualified Teacher Status along with a further member of staff. Three members of staff hold a level three qualification and one is currently unqualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel safe, happy and settled at the nursery because staff take effective steps to monitor their progress. Overall, children choose from a wide range of resources that generally support their learning and development well. The nursery has established good relationships with parents who feel included in their children's care. The nursery establishes good partnerships with most other providers and wider professionals to meet children's individual needs. The nursery has effectively addressed recommendations from the last inspection. The use of accurate evaluation systems informs well-developed plans demonstrating the nursery's good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- provide opportunities for children to find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning
- maintain a two-way flow of information between all providers who care for children
- develop children's awareness of their ability to freely choose, select and use activities and resources independently.

The effectiveness of leadership and management of the early years provision

Well-qualified staff have a good understanding of how to keep the children they care for safe. The nursery operates a consistent and robust approach to inducting

new members of staff. This helps to make sure that those who work with children are suitable to do so. Staff use assessment to monitor the environment for potential risks and take effective steps to minimise any potential hazards. The manager uses focussed systems to monitor children's safety, such as evaluation of the frequency of minor accidents to assess the resources and wider environment. The use of further methods to assess the effectiveness of the nursery informs realistic and challenging targets. Self-evaluation methods identify strengths and weaknesses well. The manager has high expectations and vision for the nursery and communicates this well to the staff team. As a result, the team works well together and is confident in their good ability secure future improvements.

Children benefit from a wide range of resources to support their learning and development. Consequently, children are making good progress from their individual starting points. The nursery is committed to providing sustainable resources for the children to use such as recycled items for junk modelling. However, children do not have daily access to resources that support their understanding and enjoyment of information communication technology and programmable toys. Staff engage with children well and use their knowledge of children's individuality to support their learning and development.

Positive and diverse images of characters from books decorate the book corner. This helps children to develop their understanding of the diverse society in which they live. Consistent tracking of all children identifies where further support is needed and good strategies are put in place to tackle variations in children's progress.

When children need additional support, the nursery engages well with other professionals such as physiotherapists and local special education needs co-ordinators to meet their individual needs. The nursery works well with the local school and other pre-school providers. However, they have yet to develop strong partnerships with all providers who care for children, in order to share information regarding children's progress effectively.

Parents feel included in their children's learning and development because there are effective lines of communication between the nursery and parents. The nursery uses creative ways to share information with parents who are highly complementary of the care and education that their children receive.

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

Children are making good progress in their learning and development because they enjoy attending the nursery. They take great pleasure in being creative and imaginative in the role-play area and work well independently and together with their peers. Children engage in thoughtful and well-planned activities during free-play time. However, they do not always understand that they can choose whether they want to engage in adult led activities, and that they do not need to finish these activity before they can go outside. Children find the outside area exciting and engage in stimulating activities. Such as collecting leaves onto a sheet and

shaking them into the air to watch them float down again.

Children's progress in communicating and literacy is good as children have opportunity to express themselves and enjoy story time at the nursery. They are able to solve problems for themselves, such as how to make cars travel faster in drainpipes through lifting the pipe higher. As a result, children are gaining good skills to secure their future learning. Children display a strong sense of belonging and appear happy and settled during their time at nursery. They are confident to talk to adults because they know that the adults will listen to them and value what they say. Children have developed strong relationships with adults and their peers. They work together well, share and take turns because they know what expectations adults have of them.

Children are able to move between the inside and outdoor areas freely during two periods of the session. This helps to increase their understanding of the importance of regular exercise as part of their routine. Children are starting to manage their own personal hygiene and know to wash their hands before snack time. They enjoy a healthy snack and help to prepare it for eating. This helps to develop their awareness of healthy choices about what to eat. They pour themselves a drink of water when they become thirsty during the day and are aware when they want to rest because they have been running around.

Children are secure and feel safe at the nursery. They behave consistently well throughout the session because staff give them clear reminders of expectations for behaviour, such as at group time. Children use tools safely because these are suitable for the tasks they are given. Such as safe plastic knives at snack time that are effective for cutting fruit. Children are aware of how to keep themselves safe and display this in their role-play. For example, they remind each other when pretending to be knights in a castle, not to play too roughly. As a result, they feel a strong sense of security and confidence when they are at the nursery.

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