

Stoborough Nursery

Inspection report for early years provision

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Setting address	Stoborough School, Corfe Road, Stoborough, Wareham, Dorset, BH20 5AD
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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

Stoborough Nursery opened in 1994 and operates from a mobile classroom in the grounds of Stoborough First School, Stoborough, Wareham. There is a dedicated outside area. In addition, the nursery has use of the school hall, playground and a field.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children aged two to under eight years, of these, four may be underthree years old at any one time. There are currently 30 children on roll, all of these are in the early years age group. The setting receives nursery education funding for children aged three and four-years-old. The nursery is open Monday to Friday from 9am until 12 noon, and Monday to Thursday from 12pm until 3pm term time only. The nursery is run by a parent committee which employs eight members of staff, including a book keeper. Of these, seven hold early years qualifications. The supervisor holds Early Years Professional Status and has an early years degree, one other member of staff has gained a degree in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are motivated in their learning and keen to participate in a broad range of interesting and stimulating activities. Staff know the children's individual routines and preferences well, generally liaising effectively with their parents and other professionals to enable them to meet their needs. Staff work hard to create an inclusive environment where every child has the opportunity to meet their full potential. As a result, children make good progress in their learning and development and, overall, their welfare needs are met. The nursery has addressed the previous recommendations and is well placed to make continuous improvement.

What steps need to be taken to improve provision further?

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

- further promote children's understanding of healthy practices, with particular regard to promoting independence in blowing their own noses and disposing of the tissues appropriately
- improve the two-way flow of information with parents specifically in relation to promoting more involvement in their child's learning.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a clear knowledge and understanding of their role and responsibility in safeguarding children. They implement effective procedures that are shared with parents to ensure they are familiar with the staff's responsibility. All staff are clear on procedures to follow in the event of a concern being raised with regard to a child's welfare. Thorough and detailed risk assessments and daily safety checks enable staff to create a safe and welcoming environment where children can safely move between the various play areas. Rigorous and robust recruitment and vetting procedures enable the committee to ensure that staff are suitable for their role and responsibility. The staff work exceptionally well together, they are committed to training to increase their knowledge and understanding of up-to-date childcare practices. As a result, outcomes for children are good.

There are effective systems to monitor and evaluate the provision to enable staff, committee, parents and children to be involved in the decision-making. Parental questionnaires provide them with opportunities to share their thoughts and ideas. As a result of parents suggestions, staff now include information about themselves on the parent notice board. They have completed an Ofsted self-evaluation form giving them all the opportunity to critically evaluate the provision offered. The committee and staff continually reflect on the daily sessions and are committed to continually improving and developing the nursery. Staff regularly attend training and use the information gained to improve outcomes for children. For example, all the staff attended 'Respecting Rights' training and are now looking at how they can implement this.

There is a broad range of good quality toys and equipment. The nursery space is used well to create different play and learning opportunities depending on what the children would like to play with. The outdoor area is extremely well resourced. Children enjoy using the willow construction and role play area which on the day of the inspection was a campsite and there was a mud pit where they can dig and make mud pies. There is a good range of resources providing positive images of many aspects of our diverse society. This supports children's awareness of the wider world. Staff clearly know the children's individual needs well, and, as a result, are able to provide good levels of support.

Partnership with parents and carers are good. They receive detailed information in the 'Welcome pack'. They have some opportunities to be involved in their child's learning, however, these are not always fully promoted. Parents say that their children enjoy the craft activities and the lovely surroundings where they play, such as, the garden. Parents are encouraged to attend 'Stay and play' sessions where they can observe and play with their children. Staff develop good relationships with other early years professionals and settings that the children attend. As a result, there is a shared approach to children's learning enabling them to reach their full potential.

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

Children are motivated and keen to learn. They participate in a broad range of activities tailored to their individual needs and interests. As a result, they make good progress in all areas of their learning and development. Children thoroughly enjoy an exercise session where they demonstrate their physical skills through taking part in star jumps and staff encourage them to notice how their bodies change with the exercise. A child comments they can hear their heart going boom, boom, boom. Once their bodies are warmed up the children are encouraged to join in with ring games, such as, 'here we go round the Christmas tree' and the 'reindeer hokey cokey'. Children explore dough and are encouraged to add glitter to see what happens. They experiment rolling and cutting it noticing how the glitter becomes absorbed. At other times during the session they make marks in shaving foam. A child comments as they draw a circle that they are drawing a snowman. Children develop their imagination as they participate in the role play area which is a hospital in the playroom and a camping area in the garden. Children's language and communication skills are developing well. Staff use the national initiative 'Every Child a Talker' and at small-group time encourage children to talk about what they're going to do during the morning. Later they review this process and the children can talk about what they have done. This promotes their language and encourages them to develop their talking with others. Some children learn about the natural world as they make birdfeeders using fir cones. They talk about how the birds will eat the food in the winter. Children develop good skills for the future as they count and add when talking about the days of the week and the date. They have opportunities to use the computer and other technology, such as, a robot that the children programme to make a variety of moves.

Children have opportunities to learn French and ballet during afternoon sessions. A dance teacher encourages children to learn to control how they move their bodies. Children work cooperatively with each other as they perform actions to familiar songs, such as, pretending they're in a boat and working together. Staff make observations, take photographs and use the information gathered to assess children's progress. Children's next steps in their development are incorporated into the planning using their interests. Generally, the children's key person liaises with their parents to share information about their progress. However, this is not always the case as some parents are not familiar with their child's key person.

Children follow good hand hygiene routines. Their independence is supported by the low-level sinks, soap and paper towel dispenser. They are beginning to support their own health with blowing their noses and disposing of the tissues appropriately. However, this is not always successful because at times staff tend to do it for the children rather than encouraging them to do it themselves. The environment is welcoming, however, on the day of the inspection the playroom was not very warm and some children were cold. Children benefit from healthy and nutritious snacks which they are encouraged to serve themselves using tongs to minimise cross infection. Children learn about staying safe through following the nursery rules, such as, no running inside and using scissors safely. They have opportunities to practise the evacuation procedures to enable them to become

familiar with what to do in an emergency. Children's behaviour is good. They show consideration to their peers and are keen to participate in a nursery goal regarding behaviour. On the day of the inspection, staff explained to the children the goal was for 10 examples of good sharing. Children are rewarded with a cardboard heart. All the children celebrate when they reach their goal. The staff are positive role models in the way they speak to each other and to the children, praising their achievements. As a result, children quickly learn the expectations and boundaries.

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

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