

Joyce Vakharia Nursery School

Inspection report for early years provision

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Inspection date 24/11/2011
Inspector Mandy Gannon

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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

Joyce Vakharia Nursery School is privately owned and opened in 1973. It operates from a hall in the Spiritualist Church, Maidenhead, Berkshire. The nursery is open each weekday from 9.15am to 12.15pm during term time. The nursery is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 24 children under eight years. There are currently 13 children from two to five years on roll. Of these, 10 children are in receipt of funding for nursery education. The nursery currently supports a number of children who speak English as an additional language. Of the four staff, two hold an appropriate Level 3 early years qualification and one is currently working towards this.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are warmly welcomed into the nursery where they are happy and settled and they gain good understanding about healthy lifestyles. Staff make positive relationships with parents and local schools to satisfactorily meet children's individual needs, although do not fully value linguistic diversity for all children. Children make satisfactory progress in their learning and development but systems for using observations and assessments to inform planning are still being developed. The environment is mostly safe as staff have carried out risk assessments and most risks have been reduced, although some documents need further detail. However, there is a breach of requirements relating to the security arrangements for the premises that, at times, impacts on children's safety. The setting has satisfactory capacity to make continuous improvement and is developing to further improve outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep the premises secure so that children do not leave unsupervised, for example, at arrival and departure times (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register). 08/12/2011

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

- update understanding of safeguarding children issues and be able to implement the policies and procedures appropriately, including follow-up of

any concerns

- develop a systematic and routine approach to using observations and assessment to plan the next steps in a child's developmental progress
- develop the environment to be rich in signs and symbols to value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning.

The effectiveness of leadership and management of the early years provision

Staff have a sound knowledge and understanding of their role with regards to child protection and have all attended training. A detailed policy and procedure is in place, which is shared with parents and includes local contact details. The procedure to administer medication is maintained and a record of first-aid treatment and accidents are documented. However, a record of existing injuries is not sufficiently maintained to further support children's safety and well-being. Children develop an awareness of keeping themselves safe as they practise evacuation drills, which are documented. Risk assessments have been carried out and most hazards have been identified to reduce risks. Fire detection and electrical equipment is checked annually. However, the security of the premises, especially at times of arrival and departure, is not sufficiently monitored and this compromises children's safety. This is breach of a specific legal requirement.

Staff continue to improve practice and have a clear understanding of their strengths and areas for further improvement and development. They take some positive steps to drive improvement. They have developed a questionnaire that they plan to issue to parents and staff have enrolled on further training courses. The staff soundly know the individual needs of the children in this small group. Children make some choices and decisions from a suitable range of toys and resources that are mostly put out by staff and rotated throughout the session. Children are making satisfactory progress, although some of learning that takes place is incidental. Observations and assessments are not used effectively in planning the next steps in their learning to ensure that children are well challenged.

Equality and diversity is appropriately promoted. A high number of children are learning English as an additional language and they are suitably supported, as toys and resources reflect the wider world. Although staff have obtained words of home languages of some children, these are not included in their play and learning to value linguistic diversity. Outcomes for individual children are improving. This is because staff are beginning to make regular observations to take steps to identify achievement gaps though, currently, this is inconsistent. Parents talk positively about the nursery and their welcome from the staff. They are kept informed and updated in regular exchanges of information through notices and conversation to support children's care and well-being. They are aware of their child's key person and are able to discuss their child's progress; this is an area which continues to be developed. Staff satisfactorily link with the local school and other providers to foster continuous care and learning; teachers visit the setting, aiding children's

transitions on to school.

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

Children settle and are at ease in the nursery. They confidently explore the play areas and make some decisions. Some pictorial signs and labels are around the room, although these are not on storage to aid children to make choices and support their independence. Children are interested as they make play dough and count spoonfuls of flour to add to the bowl. They begin to make decorations for Christmas and confidently use tools to cut out shapes; staff ensure that children have appropriate tools to meet their play needs. As some staff over direct activities, children are, sometimes, not sufficiently challenged to meet their individual needs. Overall, staff have appropriate understanding of the Early Years Foundation Stage framework and demonstrate sufficient knowledge of teaching methods to satisfactorily meet the needs of children. Although staff know children soundly, written observational assessments are not always effectively used to inform planning and so some children are not consistently challenged.

Children feel safe and secure through established routines and positive interactions. They are appropriately developing their understanding of staying safe, as staff remind them of safe practice and to be aware of others. Children gain an effective understanding of healthy lifestyles. They benefit from eating a good range of healthy, nutritious snacks and freely access water to drink when they are thirsty. Well organised routines ensure that staff have an accurate understanding of children's dietary requirements. Arrangements for snacks mean that some children's play is interrupted to facilitate the group time. Though they are expected to sit at the table for considerable time, children appear to be content. They talk about the benefits of physical activities in which they take part, discussing how they enjoy swimming, going to the park and bouncing on a trampoline. Children have regular, indoor opportunities to participate in physical activities, as they push back the tables to dance and act out stories. They regularly access a small, outside area that has been recently opened. Good hygiene practices are followed and children wash their hands after toileting and before food, using individual towels to minimise the spread of infection.

Children are well behaved and build a good relationship with the staff and each other. Their feelings of security are well promoted, as staff show an interest in them and their families. They willingly take responsibility, as they help to tidy away toys and confidently making some choices about their play. Children's confidence and self-esteem are effectively fostered through praise and encouragement; they enthusiastically give out stickers to their friends and adults, who have 'done good work'.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years Register (Suitability and safety of premises and equipment). 08/12/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years Register (Suitability and safety of premises and equipment). 08/12/2011