

# School Bank Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	205408
<b>Inspection date</b>	18/10/2011
<b>Inspector</b>	Jan Healy
<b>Setting address</b>	Claines Institute, School Bank, Claines, Worcester, Worcestershire, WR3 7RW
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<b>Type of setting</b>	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

School Bank Nursery opened in 1996 and is one of six privately owned nurseries. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is registered to care for a maximum of 30 children from two years to under eight years at any one time. Staff escort children to the nursery from the local school to participate in an after school club. It operates from a church hall situated on the outskirts of Worcester. Play takes place in the hall and there is a fully enclosed outdoor play area. The nursery is open each weekday from 7.45am to 5.45pm during school term-time.

There are currently 11 children aged from two to under five years on roll. The nursery provides funded early education for children aged three and four years. The setting supports children with special educational needs and/or disabilities and for children who speak English as an additional language.

The nursery employs seven members of staff. Of these, six hold an appropriate early years qualification and one is currently working towards a qualification. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are making good progress in their learning and development, due to the staff meeting the children's individual needs. They create a stimulating environment in the playroom to encourage the children's curiosity and imagination. Strong emphasis is placed on safeguarding to ensure the children's welfare and happiness. The majority of steps are taken to help the children's understanding of danger. The staff take reasonable action to help the children's understanding about differences in the society in which they live. Partnerships with parents and other providers who deliver the Early Years Foundation Stage help to promote effective care and quality education. A comprehensive and purposeful method of self-evaluation aids the staff to continually improve.

## What steps need to be taken to improve provision further?

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

- show positive images of disability to help the children recognise that they are valued
- create a stimulating outdoor environment that offers a range of activities which will encourage the children's interests and curiosity

## **The effectiveness of leadership and management of the early years provision**

Arrangements for safeguarding children are robust, regularly reviewed, carefully managed and understood by all staff. Effective procedures are in place for the identifying of any child at risk from harm, due to the staff sharing a strong relationship with appropriate child agencies. A thorough recruitment plan ensures the staff are suitable to work with young children. Comprehensive risk assessments help to identify any hazards which are minimised.

The manager successfully inspires her staff, contributing in them bringing new and exciting ideas to the nursery. High levels of morale has a positive effect on the children's feeling of safety and security. An effective method of self-evaluation helps to continually drive improvement, with the parents and children contributing their ideas. The staff use and manage their resources effectively indoors to meet the needs of the children. However, the outdoor play area does not provide stimulation to encourage the children's interest or curiosity. The staff actively promote equality of opportunity. They encourage both the girls and boys to participate in all activities on offer. They provide the children with a wide range of resources that reflect positive images of diversity, such as dressing up clothes, books and jigsaws. However, there is a lack of positive images of disability, to aid the children to recognise that they are all valued.

The staff share a highly positive relationship with the parents. They share their knowledge with the children, such as their occupations, for example, dentistry and police work, with the children benefitting from these additional experiences. Parents views are sought and acted upon, resulting in improvements including the alteration to the opening times. Parents speak enthusiastically about their children's learning journals and they are encouraged to continue their learning at home. Successful partnerships with other providers who deliver the Early Years Foundation Stage contributes well in supporting individual children's needs. The children regularly visit the local school where they participate in a broad range of activities, which aids their transition from nursery.

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

The children develop a strong sense of security, as the staff are very kind and caring. They teach the children to stay safe such as when using scissors and when riding wheeled toys. They discuss the importance of road safety when visiting the local school to join in with African drumming. When visiting the school the children are taught to use the tools with care. Although they do not participate in a regular fire evacuation procedure, which familiarises them with the necessity to leave the premises without delay in the event of a fire. Children behave well and know what is expected of them, as the staff aid them to respond positively to agreed boundaries. They teach them about the importance of self-discipline and consideration for others, making for a pleasant and calm atmosphere.

The children demonstrate a good awareness about what constitutes a healthy lifestyle, as they adopt good personal hygiene routines. They learn about the importance of eating a healthy diet through baking activities and in the taking care of their teeth. Physical exercise is taken daily both indoors and outdoors. Children also go for regular walks to the local farm where they enjoy feeding the horses. Such activities aid the children to become familiar with the importance of being active. This is due to the staff taking the opportunity to embed their understanding that exercise is necessary to maintain their good health.

Activities are well planned, are based upon thorough and accurate observations and challenge the children's thinking. The children arrive happily and are eager to learn. They settle swiftly to an activity of their choice due to the skilful support and attention they receive from the staff. They are making a positive contribution, as they build strong relationships with their friends, with the older children helping the younger ones with everyday tasks, such as to pour their drink during snack times. Imaginative organisation of resources in the playroom, allow the children to make choices and self-select equipment for themselves, which encourages them to become increasingly independent. The children's language skills are developing well, as they are encouraged to chat to their friends and are furthering their vocabulary with the aid of a wide range of books. They write for a purpose, such as by putting their names on drawings. The older children count reliably and join in with counting songs and rhymes with confidence. Creativity is encouraged to extend the children's imagination and they build models out of recyclable material with enthusiasm. The children are developing their skills for the future, as they play alongside their friends successfully and are learning to cooperate and resolve situations by themselves.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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