

# Seer Green Nursery

Inspection report for early years provision

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**Unique reference number** EY253035  
**Inspection date** 08/12/2011  
**Inspector** Jan Moutter

**Setting address** John Orme Room, Jubilee Hall, School Lane, Seer Green,  
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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*.

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## Description of the setting

Seer Green Nursery opened in the late 1960s. It operates from the John Orme room of the Jubilee Hall in the village of Seer Green, Buckinghamshire. The nursery is run by a voluntary, management committee of parents and members of the local community. The nursery opens each weekday during school term times. Sessions are from 8.50am to 11.50am on Monday to Thursday and from 9am to 12.30pm on Friday. Afternoon sessions run from 12.10pm to 3.10pm on Monday to Thursday. The rising fours attend on Fridays. Children have access to the Jubilee Hall for physical activities and to a secure, outdoor, play area.

The nursery is on the Early Years Register and a maximum of 20 children may attend at any one time. There are currently 33 children aged from two to under five years on roll, with more on the waiting list. Of these, 21 children receive funding for early education. All children are offered four sessions a week. The nursery currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 11 members of staff. Of these, seven hold appropriate early years qualifications. The leader is working towards Early Years Professional Status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Seer Green Nursery is outstanding because children are treated with warmth and respect in a bright, stimulating environment. Children enjoy their activities and achieve very well as their needs are exceptionally well met. Staff are excellent at promoting the children's welfare and ensure all children are fully included in activities. Partnerships with parents and early years practitioners involved with children are excellent and information is shared most effectively. Staff clearly identify where their strengths and development areas lie and, overall, include the views of all those associated with the provision in their evaluation. The nursery demonstrates an excellent capacity for, and commitment to, continuous improvement.

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

To further improve the high quality early years provision the registered person should consider:

- providing more ways of including children in evaluation, such as keeping track of, and sharing, their own achievements.

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

Children's welfare is highly promoted by effective, regularly reviewed policies and procedures, which are rigorously followed by staff. Children flourish in the care of well qualified, highly motivated staff, who are committed to developing their skills. This is achieved through sharing best practice, ongoing training and research and implementation of new initiatives. The management has high aspirations, so that staff are effectively supported and monitored. Frequent review of ongoing, safeguarding training enables staff to respond exceedingly well to protect children from harm. Comprehensive daily checks and thorough review of risk assessments undertaken by staff and committee minimise hazards for children. As a result, children move around freely in and out of doors, playing and exploring the environment with high levels of confidence.

The learning spaces throughout the nursery are thoughtfully laid out, rich with symbols, letters and numbers and very well resourced with high quality toys and equipment. Together with highly effective, staff deployment, these contribute significantly to children's excellent progress in learning and create an inclusive environment for all. For example, children use photographs to recognise friends whose names begin with the 'letter of the week'; they learn about sustainability and healthy living by growing and eating their own vegetables and fruit. The uniqueness of children is well reflected through many activities that also promote strong links with the community, for example, through the 'shoe box appeal'. Children effectively recognise their own and others' diverse qualities through meaningful experiences. For example, they contribute to local festivals and participate in celebrations. They make good use the variety of home languages in the nursery, for example, counting and naming insects and clothing in French.

The nursery has strong commitment to continuous improvement, as staff strive for excellence. This is achieved through frequent review, reflection and evaluation of all aspects of the provision and children's learning. Views of staff, committee, parents and other professionals linked to the nursery are highly considered. Consequently, staff ensure that children thrive and are assured of the best possible outcomes. Recent improvements include extended, accident reporting to give parents more factual information. Staff have also developed and organised learning journals to promote all areas of learning and to fully include parents in their children's progress.

Partnership with the adjoining school is excellent and information is shared very effectively to promote continuity and coherence in children's learning. Parents are exceedingly complimentary about the nursery. Their knowledge of their children is actively sought and taken into account; as a result children settle well and their interests, welfare needs, developmental stages and capabilities are fully known. Parents are frequently informed of their children's progress through discussion and planned meetings. Families contribute time and experience to the nursery, including rota help. In return, they are highly supported and encouraged to play an active role in their own child's ongoing learning and development. This is achieved through a wide variety of opportunities, such as home-link books and the

accessible website. Particularly informative meetings are held to promote the development of parents' understanding of how their children learn.

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

Children make excellent progress in their learning. Staff gather very good information about their starting points, observe them closely and plan meticulously to meet their individual needs. The experienced team works collaboratively to successfully promote rapid rates of learning through children's next steps across the areas of learning. Each child has a unique play plan, which is completed by both key workers and, on many occasions, by parents. Children with additional needs and those learning English as an additional language are very well supported.

Children relish their time at the nursery and demonstrate a strong sense of belonging. They forge good friendships and develop close relationships with staff. They confidently and freely move around indoor and outdoor areas, eagerly taking part in an extensive balance of child-initiated and adult-led activities. They very confidently learn new skills and develop their independence. Children are asked to describe their likes and dislikes, such as activities and equipment they have played with. However, there are less robust systems for children to keep track of, and to share, their achievements.

Children develop excellent skills for the future. They use language exceptionally well to talk about past and present experiences and to organise their thoughts and play. They develop a keen enjoyment of books and tell their own stories. They easily recognise their names at registration and select group songs using laminated pictures. Frequent use of sign language highly enhances their communication. Children develop excellent problem solving and numeracy skills, confidently recognising figures and counting to high numbers, particularly enjoy matching and sorting games. They enthusiastically develop their technology skills using cameras, electronic toys and the computer.

Children demonstrate excellent creativity and use of their imagination in extensively resourced art and craft, small world and role-play areas. Adults support children very well by joining in their play, constantly talking with them and listening to their responses. For example, the 'post office' is brought to life by the adult 'shop assistant' helping children to design letters and 'post' Christmas cards. Children think where to put stamps on envelopes and how much these cost; they swipe 'cards' on the till and explain that no change is required the bill comes later. Children learn extensively about nature and the wider world through themes, celebrations, nature walks and planting activities. They are keen to explain that they have grown beans in the quiet area to bring life to the story of 'Jack and the Beanstalk'.

Children gain an excellent understanding about healthy lifestyles. They choose to play outdoors and take part in an extensive range of physical activities. Children

show an exceptional understanding of the importance of following good personal hygiene and healthy eating routines. Pictures and posters remind children about washing and making healthy food and drink choices at the 'snack caf', open for most of the morning. Children sociably eat their packed lunches together and talk about their day so far. They are highly involved in devising rules for behaviour so they take responsibility for keeping themselves and others safe. Staff constantly praise and encourage children's achievements and fully promote their social and independent skills. Consequently children are very happy, confident and well behaved.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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