

Pennyfarthing Nursery School

Inspection report for early years provision

Unique reference number

EY231331

Inspection date

01/12/2011

Inspector

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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

Pennyfarthing Nursery School opened in 1974. It operates from a large room in the Girl Guide Hall in Weybridge, Surrey. A maximum of 26 children may attend the nursery at any one time in the early years age group, with all over the age of two years. The nursery is open each weekday in term time only from 9.15am to 12.30pm with a lunch club operating from 12.30pm until 1pm, if parents request it. All children share access to a secure outdoor space. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 24 children aged from two to five years on roll. The nursery receives funding for early education for three- and four-year-olds. Children come from the local area. The nursery employs six members of staff. Of these, five hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development and engage in a wide range of interesting and stimulating activities, supported by a suitable engagement with parents. The nursery offers a welcoming environment with a wide array of resources and activities from which all children can actively learn and progress. Children are safeguarded well. Staff recognise and value good partnerships built with other settings and other agencies which means that children are well supported, whatever their individual requirements. Through the process of self-evaluation, the nursery identifies areas for improvement accurately; however, not all aspects of this process are fully developed. The nursery has addressed all recommendations from its previous inspection well and overall, its capacity for sustained improvement is good.

What steps need to be taken to improve provision further?

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

- develop further children's knowledge and understanding of the world by providing better opportunities for children to begin to know about, and see their own and others' unique qualities reflected through resources and activities within the nursery environment
- develop further the engagement with parents by involving them more fully in evaluating the nursery's provision; extending their involvement in the

assessment system and exploring how parents may support their children's learning at home

The effectiveness of leadership and management of the early years provision

Children are supported well in staying safe because risk assessment helps manage or eliminate risks effectively. The suitability of adults working with children, including appropriate experience and qualifications, is checked carefully because of thorough recruitment and vetting procedures. For example, references are sought, identities checked and all staff are vetted by the Criminal Records Bureau. The key person system enables staff, children and parents to get to know each other well. Regular fire drills are undertaken and documented. Children are encouraged to keep safe, for example when moving about outdoors. Staff have a good working knowledge of the nursery's comprehensive safeguarding policy, and can explain what they would do in the event of any concerns about children's welfare. Further policies are clear in their wording. They help to guide the staff, and therefore benefit the children.

The 'hands-on' manager has a supernumerary role. This means that the manager is able to be a role model to the staff, and her effectiveness in this regard helps to promote motivation and enthusiasm across the staff team. Continuous professional development of staff is actively encouraged and is supported through an appraisal system. Self-evaluation identifies strengths and weaknesses of the provision, with the manager and staff team reviewing policies together. Additionally, the manager works with the local authority termly to evaluate practice. There is some involvement of parents in this evaluation process through annual questionnaires. Since that last inspection the introduction of a 'rolling snack' system has improved outcomes for the children well.

The needs of the children are met because they are valued as individuals, well cared for and are highly praised for their efforts in their creativity. This feedback boosts their esteem and feelings of belonging. Staff demonstrate a very good understanding of child development, and understand why some observations are significant in helping children progress. This enables staff to understand what the children know and plan effectively for the future. The nursery's special educational needs coordinator attends regular training in order to keep her and the team knowledgeable about relevant current practice, so children's needs may be met well. There are few resources that help children understand diversity in their nursery, community and the wider world, however.

The environment is welcoming to parents and children. It is organised well to ensure children have ample play space. There are designated areas, both indoors and out, for specific types of play. This enables activities to be presented well and encourages children to take part in them. This generally good selection of resources is easily accessible, and consequently children are active learners as they freely select activities. There is a strong focus on the use of recycled resources for model making and craft activities. Staff are deployed effectively as they move

around indoors and out to support the children where needed.

Verbal communication with parents is very good. Staff plan a special meeting to help parents understand the move into formal education at school and how the nursery supports this. Children's records, in the form of 'learning journeys', are shared with parents regularly, so they understand their children's progress. There is less encouragement from staff for parents to contribute their thoughts and comments to these, however, or help given to them about how they may support their children at home.

Nursery staff understand how to work with outside professionals, such as speech and language therapists in order to support children with additional needs. It is part of a group of local settings, facilitated by the local authority, which support sharing of good practice in how to support such children. Other wider partnerships involve visitors, such as the emergency services and parents in their professional roles, who are invited in to the nursery to talk with the children. These visits help children to learn about the world outside the nursery, and promote new learning opportunities effectively.

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

Children are keen to start playing when they arrive and are visibly excited when they tell their parents what they have done, when collected. They follow the photographic timetable which enables them to play a full and independent part in nursery life. They know what is expected of them and the nursery's routines. They know to be careful and are aware of space, when moving around the nursery. Children know they need to wear appropriate clothing for the weather. They demonstrate independence and skill in their hand washing routine. Children eat healthily as they help themselves to fruit from bowls and to milk or water from jugs. They sit together at small tables, and chatter to one another as they eat. This supports their conversation and social skills, as well as promoting enjoyment of eating together. They enjoy being outside developing skills in balance and coordination and getting plenty of fresh air as part of healthy living. Good observations help staff to plan targets for children well. These support children in making good progress, given their age, ability and starting points. Children enjoy making choices in their play, moving from activity to activity freely. They decide for themselves when to play outdoors, which helps those who learn better when outside. Children learn to negotiate as they play, showing their developing understanding of others' perspectives. They are polite and take care to be considerate to each other. Children build their creative skills as they enjoy activities that are completed over a number of days. The role play area is well used by children and they particularly enjoy pretending the toys are 'patients' in the 'vet's surgery'. They are very confident in their role play, moving around the play spaces as they please, wearing dressing up clothes and extending their play as their scenarios change.

Children's levels of independence, creativity and their critical thinking skills are fundamental to the good progress that they make. They are able to talk to each other about events and things outside the nursery, such as what they might see if they went to the zoo. They talk about different animals and make comparisons about colour and size. Such conversations develop language and communication skills well, and also prompt further learning, showing how well children apply their new skills.

Interest in Christmas promotes creative skills, for example group work on a craft activity. Children are able to work well independently whilst choosing bricks to build a tower, for example. Children are beginning to learn about the world around them through planned activities and they respond to festivals, such as Christmas and a few special events from other cultures. Children learn from adults as role models and guides. Adults challenge stereotypes, discrimination and prejudice by promoting positive attitudes to differences and by considering interests for both girls and boys.

Children are inquisitive and sociable and they are developing excellent communication skills. Information and communication technology equipment (ICT) is used in the role play area and this supports the children in recognising numerals and in performing basic ICT functions. Children confidently use a range of early writing materials such as crayons or paint and some children understand that marks have meanings as they start to write some letters in their names.

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	3

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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