

Little Vicarage Nursery

Inspection report for early years provision

Unique reference number	EY427454
Inspection date	04/01/2012
Inspector	Sandra Williams

Setting address	Vicarage Park C of E Primary School, Vicarage Drive, KENDAL, Cumbria, LA9 5BP
Telephone number	01539 738269
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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

Little Vicarage Nursery has been registered since 2006 and has recently been re-registered under a new management committee. It is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a self-contained bungalow within the grounds of Vicarage Park School in Kendal, Cumbria. It operates from two playrooms and the children have access to an enclosed outdoor play area. It is open from Monday to Friday from 9am until 3pm, during term time only.

A maximum of 16 children may attend the nursery at any one time, all of whom may be in the early years age range. There are currently 26 children on roll, all of whom are in receipt of funding for early years education. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are three members of staff who work with the children, all of whom hold appropriate early years qualifications to a minimum of National Vocational Qualification Level 3. The manager holds an early years foundation degree and a degree in children, schools and families.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are well met at this friendly nursery as their unique qualities are recognised and respected. They enjoy a wide range of exciting activities that cover most of the areas of learning and they are making good progress in their learning and development. Children are safeguarded well due to the robust safety procedures in place. Excellent partnerships with parents and other professionals effectively promote a consistent approach to the children's care and learning. The staff and management are highly motivated to promoting continuous improvement and have a clear vision about further improvements they wish to make. The self-evaluation process has begun, but has not yet been completed.

What steps need to be taken to improve provision further?

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

- develop further the system of self-evaluation, for example, by using the Ofsted self-evaluation form, in order to identify strengths and weaknesses and maintain continuous improvement
- enhance children's learning about diversity by increasing the amount of resources and positive images of diversity in the environment.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the staff have undertaken safeguarding training and have a good understanding of their responsibilities for keeping children safe. Robust procedures are in place to ensure any concerns about the children are dealt with effectively. The clear recruitment procedures ensure that the staff are suitable and safe to work with children. Children are kept safe due to the vigilance of the staff and the good levels of supervision provided. Risk assessments are extremely thorough and minimise risks to children while in the setting. The clear written policies and procedures in place ensure that all staff promote children's health, safety and well-being effectively.

Excellent partnerships between parents and staff exist. Parents receive a wealth of information about the setting, such as very informative prospectus and regular newsletters. The wide range of information displayed on the notice board keeps parents updated about what the children are learning and how they can get involved. Some parents visit the nursery to share their skills and knowledge with the children. For example, one parent is a police officer and he talks to the children about safety issues. There are robust systems in place for gathering information about the children's development prior to them starting at the nursery. The celebration tree is an effective way of acknowledging and sharing children's achievements at the nursery and at home. The staff also have extremely positive links with many other professionals who work with the children, such as health visitors, occupational therapists and hearing specialists. Excellent working relationships also exist with the staff at the school, which means that the children's transition to school is very positive.

The staff promote equality and diversity well in this inclusive and welcoming nursery where children's individual needs are very well catered for. Children with special educational needs and/or disabilities are very well supported by sensitive and empathetic staff who have a very good understanding of their individual needs. Children generally learn about diversity by playing with the multicultural toys and books available. However, the range of resources and positive images of diversity are currently limited. The deployment of resources is good as the toys and books are arranged at low level and the boxes are labelled so that children are able to make independent choices and move easily from one activity to another. The high level of commitment by staff clearly demonstrates how they strive to maintain their professional development and continuous improvement through training and self-reflection. The self-evaluation process is in its early stages, however, the staff's clear vision and proposed plans for further developments are well targeted in order to maintain continuous improvement.

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

Children settle extremely well at this nursery and clearly enjoy the stimulating, homely and relaxed atmosphere. They feel safe in the care of the staff and are

confident to ask for help if needed. The staff teach the children about staying safe by setting simple rules, such as tidying up their toys so that they do not trip over them. They have visits from people who help us, such as police officers, paramedics and members of the mountain rescue team who talk to the children about safety issues. They have plenty of opportunities to adopt healthy lifestyles. The children follow good hygiene practices as they wash their hands at appropriate intervals. They learn about making healthy choices as they enjoy nutritious snacks, meals and drinks. Outdoor play in the fresh air promotes the children's health and well-being. The children learn self-care skills as they put on their aprons before painting and playing with water. The children are well behaved and enjoy playing in small groups and working as a team.

Children are making good progress towards the early learning goals. They are well supported by enthusiastic and experienced staff who have a clear understanding of the learning, development and welfare requirements of the Early Years Foundation Stage. Planning for activities is clearly based on children's individual needs and interests. The staff have an accurate knowledge of each child's stage of development in their learning and keep clear records of their progress. They effectively use this information to inform future plans for each individual child's next steps in their learning. The exciting and stimulating range of activities that are readily available to children fully promote their all-round learning and enjoyment.

The children enjoy choosing from a good range of books in the book corner and are able to relax on the comfortable sofa to read their chosen books. There are many opportunities for the children to make marks with paints, crayons and chalks. They are beginning to recognise their names as they hang their coats up on their pegs, and they enjoy learning the sounds of the different letters which are displayed on the walls. Children have a growing awareness of numeracy and problem solving as they have access to numbers displayed in the environment. They learn about different sizes as they listen to a fairytale about three bears and recognise the sizes of the bears and the bowls of porridge. While playing with water they learn about volume as they work together to fill and empty the containers and they use funnels and tubes to move water from one receptacle to another. The children learn how to use everyday technology as they play on the computer and other programmable toys. Their creativity is encouraged as they freely access craft materials to make bear masks and a cottage in which to re-enact a fairytale and role play the different characters from the story. They also enjoy baking activities and playing with musical instruments. Overall, the children clearly enjoy their time very much at this stimulating nursery.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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