

The Children's House

Inspection report for early years provision

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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*.

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Description of the setting

The Children's House Nursery registered in 1997 and moved to its current location in September 2003. It is registered on the Early Years Register for a maximum of 24 children in the early years age range at any one time, over the age of two years. It is a Montessori nursery and operates from a pavilion on a public recreation ground within walking distance from the centre of Kidlington, Oxfordshire. A public activity area is used for outdoor play. This is located at the rear of the building and has a fence and gate to aid security. The nursery is open from Monday to Friday from 8.30am until 4pm during term time. The nursery provides funded early education for three and four-year-old children. The nursery supports children who learn English as an additional language and those who have a special educational need and/or disability. There are three members of staff all of whom hold a relevant level 4 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All the children are making exceptional progress overall in their learning and development. They are extremely confident and self-assured, displaying exemplary behaviour. Staff have meticulous knowledge about safeguarding; therefore this area is given utmost priority to ensure the children's happiness and welfare. Dynamic steps are taken to aid the children's understanding about similarities and differences, making for a harmonious atmosphere. A continual method of highly effective evaluation enables the staff to make continuous and positive improvements.

What steps need to be taken to improve provision further?

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

- enhancing the children's knowledge and understanding of the world by extending their understanding of time, such as by engaging them in long term growing projects, such as in the planting of seeds.

The effectiveness of leadership and management of the early years provision

The staff safeguard and protect the children in their care exceptionally well, as they have a comprehensive awareness of child protection issues. A robust written policy is shared with the parents to keep them fully informed about the staff's roles

and responsibilities. They attend regular training and their work in collaboration with key agencies is exemplary. An extensive recruitment policy and vetting procedure ensures adults undergo required checks to determine their suitability to work with young children.

The leader is extremely dynamic and vibrant, which has a positive effect on her staff, resulting in the children receiving excellent quality care and education. The leader is unfailingly positive and inspires her staff to achieve ambitious targets. They willingly continue their learning through the attendance of various training courses, making for a significantly enhanced skill base. Staff are highly motivated; consequently morale is high, making for a harmonious and secure atmosphere. A highly effective method of self-evaluation reflects rigorous monitoring of the provision, which helps to identify strengths and weaknesses accurately and secures continuous improvement.

The staff are highly skilled in organising the playroom according to the needs of the children. Furniture, toys and resources are of high quality and are age appropriate to enable the children to become independent swiftly. Excellent deployment of staff contributes in the children receiving the support they require, with the children flourishing as a result. Staff know the children and their families extremely well. All children integrate very well and are making excellent progress in their development. Ample resources are within the children's reach that reflect positive images of diversity. The celebrating of various festivals provide the children with rich cultural experiences. Staff strive continually for equality of opportunity so that all children have equal access to activities. Staff obtain story tapes in the home languages of children learning English as an additional language, for example. This system also aids other children's understanding of similarities and differences.

The staff are highly committed to working with professionals from other agencies, such as a speech therapist to help identify and meet the children's individual needs and they use their advice to further the children's learning. Staff build a good rapport with other providers that deliver the Early Years Foundation Stage, with well established channels of communication to help fully promote continuity of care and education. The staff build highly positive relationships with the parents who have ample opportunities to become involved with decision making, for example, during self-evaluation. Parents have easy access to their children's learning journals and are provided with a wealth of knowledge about how to continue the children's learning at home. Views and suggestions from the children are also respected and if possible, are acted upon.

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

The children have an excellent understanding about what contributes to a healthy lifestyle. They are able to discuss the importance of oral hygiene as well as what foods aid their growing bodies and which contribute to tooth decay. They participate in baking activities and make healthy choices during snack time, whilst

helping in its preparation and in the pouring their own drinks. They have ample opportunities to access the outdoor play area, where the staff provide inspiring activities that encourage the children to be active and to encourage their understanding of the benefits of physical exercise. The children display a very strong sense of security, as they are content to be in the care of the staff.

The children are making significant gains in their learning, as the staff are highly motivated. They plan for the children's interests and are highly skilled at observing the children's progress. This enables them to plan for children's further learning, taking into account children's different needs to enable all to participate. Children are very happy as they participate in an abundant range of activities that challenge their thinking and that hold particular interest to them. This has a positive effect on their behaviour, which is exemplary. Children are active learners, think critically and express themselves freely when participating in pretend play. They count with confidence and are learning about the importance of weighing and measuring, for example, when baking. They are making a positive contribution, as they develop excellent relationships with their friends as well as the staff. They willingly participate in all activities on offer and particularly look forward to their dance class, which they thoroughly enjoy, as they increasingly become more confident when moving to music. Children display great curiosity and explore their surroundings, although currently they are not fully supported in developing their understanding of time.

Children cooperate with each other during play and accept each other's differences. They are developing valuable skills for the future, as they are learning to problem solve in many different ways. Children learn that they need to move places when the sun is in their eyes, for example. Actions None Recommendations enhancing the children's knowledge and understanding of the world by extending their understanding of time, such as by engaging them in long term growing projects, such as in the planting of seeds.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 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 | 1 |
| 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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| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 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 | 1 |
| The extent to which children develop skills for the future | 1 |

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