

Weston Voluntary Nursery

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

Weston Voluntary Nursery opened in September 1975. It operates from Weston Nursery unit situated at the rear of the Weston Primary School building in Weston Village, Hertfordshire. The nursery unit is a purpose built building. There is a fully enclosed large play area used for outside activities.

The nursery provides three sessions in a week on Monday, Wednesday and Friday afternoons from 1pm to 3.30pm during school term times. The nursery has sole use of the premises when sessions are being run. The same premises are occupied by the school nursery on five mornings per week. The Weston Voluntary Nursery serves the local community.

The nursery is registered on the Early Years Register to care for a maximum of 20 children at any one time. There are currently 14 children on roll in the early years age range. Three full-time staff members work with the children, all have an appropriate early years qualification. The nursery receives support from the Early Years Development Team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Weston Voluntary Nursery provides a warm, welcoming and inclusive environment for children. It is committed to ensuring every child feels safe and secure which provides a firm basis for children to make good progress in their learning and development. Staff develop good partnerships between parents and others so that children's needs are effectively met. Children are valued and acknowledged as individuals because staff develop close and nurturing relationships with them. The provision has a very positive attitude towards improvement and is aware of their key strengths and some of the areas they wish to develop further.

What steps need to be taken to improve provision further?

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

- develop further the partnerships with others to further improve outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because the staff are knowledgeable about local safeguarding policies and have effective procedures in place to manage any concerns they may have about children in their care. They attend appropriate training to ensure they are well informed with current practice. In addition, staff wear badges to clearly identify them and a password system is

used for anyone else collecting children. Staff are also appropriately vetted to ensure they are safe and suitable to work with young children. Staff make effective use of up-to-date risk assessments to support them in ensuring the areas used by the children are safe and daily checks are carried out in all areas of the setting. This means that children are able to move safely and freely around the building. Staff are knowledgeable about the Early Years Foundation Stage and use this well to support children in their learning. The nursery is bright, welcoming and safe. There is easy access to toys and resources, arranged at a low level to encourage independent play and children to make choices. Children are able to move freely between the indoor and outdoor area, where they benefit from regular fresh air and exercise and various outdoor activities. The provision is very well organised and staff are effectively deployed so children are safe and supervised at all times. Consequently, children are able to thrive and make good progress in their development.

Staff are well qualified and work well together. They share the same vision, which is to continue to provide good quality care and education for the children they care for. They consistently update their learning and skills through ongoing training and development. There is a positive approach to self-evaluation and effective procedures are in place to support the continuous review and development of the provision. As a result, they set ambitious and appropriate targets, such as, staff training to a level 4 or degree level. Staff have addressed previous actions and recommendations promptly and effectively. For example, time has been spent developing the planning and assessment systems, including introducing learning journals. This means that children's progress is carefully monitored, in order to continually improve outcomes for them.

Staff form close working relationships with parents and carers. They obtain useful information upon entry to the setting about each child, such as their likes, dislikes and favourite toys. They are also asked to complete a child profile, sharing information with the setting about their child's development and a suggestion box encourages parents input. This means that parent's wishes and children's individual needs are effectively met. Staff are proactive and respond positively to parents' wishes, for example, questionnaires were given to parents regarding extending opening times and subsequently the setting extended the sessions to accommodate their needs. Children also have the opportunity to take home the nursery toy rabbit and book. They are eager to look after 'Lily' and complete the book with drawings, photos and comments, thereby promoting a good link between home and nursery. Staff communicate very effectively with parents through a number of ways, including an informative notice-board, regular newsletters, a 'beginning nursery' booklet and a communication book which is completed by the key person and parent. This means that parents can become involved in their child's learning and each child is well supported in making progress towards the early learning goals. Effective relationships with other provisions/professionals involved with the children, such as, the local school, health professionals and local children's centre are established and further development of partnerships will support and contribute well to children's welfare and learning.

Staff offer sensitive support to children who have special educational needs and/or disabilities. They readily adapt activities to ensure that all children can access

them. To increase the children's understanding of different cultures, the nursery has forged a link with the Kisimani School in Kenya, providing the opportunity to discuss photos and compare differences in an informal manner. During a 'senses' theme, children looked at a Braille book and have also introduced some Makaton signing. Staff attend training opportunities to enable them to continually develop anti-discriminatory and inclusive practice. This means that the individual needs of all children are met and all children are included fully in the life of the setting.

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

Children are happy and settled in the nursery. They leave their parents and carers confidently and settle quickly to activities. A good range of age-appropriate activities and experiences are offered to children, both planned and child-initiated. This ensures that children are actively engaged in their learning. Staff are enthusiastic in their approach to children and support their learning well. They ask challenging questions to develop their thinking and in turn, children are confident in their approach to the staff. Observation, planning and assessment arrangements are well established and children make good progress in their learning and development. Each child has a 'Learning Journal' which contains regular observations and reviews of children's progress. An effective key person system means that staff know the children well. Therefore, although planning is topic based, it is flexible enough so that staff can be guided by children's interests and individual needs. This enables them to plan accordingly, thereby maintaining the children's enthusiasm and promoting good progress.

Children's communication, language and literacy skills are developing well and they are beginning to learn that text carries meaning, as they recognise and find their name on arrival at the nursery and enjoy looking at books. At large group times, children are engaged, join in with singing, learn to speak up in a group and listen well. Emergent writing is displayed and children's voices are recorded and displayed to acknowledge their comments and expressions. Children's mathematical development is supported; they count beans, adding the correct corresponding number and outdoor numbered mats help children with number recognition.

Children's creative development is fostered as they have opportunities to use a variety of materials and tools to create pictures and models. They are keen to design their own ideas, such as, a triangular bag and spend a long time busy and absorbed; cutting, sticking and producing the intricate finished article. Children are able to paint, draw and chalk freely and imaginatively. Their knowledge and understanding of the world is fostered. They grow winter pansies outdoors and learn to care for them and plant beans and observe the changes. Children develop early information communication technology skills as they use the interactive white board and competently use the computer and mouse. A nursery camera enables children to capture photos of the world around them.

Children's welfare needs are given close attention. Children enjoy very warm and trusting relationships with staff who know them well and their emotional needs are

well supported. They learn about keeping safe through everyday practices and sensible rules, such as, not running indoors and only one person at a time on the climbing frame. Regular fire drills are held and staff and children discuss 'stranger danger' and train/road safety. This is reinforced and extended by visits to the fire station and experiencing a train ride. Children's good health is promoted; physical play and exercise is an integral part of the session as they benefit from free flow between the indoor and outdoor areas, thus promoting both their independence and physical development. Healthy snacks including different fruits and vegetables are provided and children learn the importance of good hygiene practices, such as regular hand washing.

Children's behaviour is good because they are busy and engaged throughout the session. Staff are very positive role models and set clear boundaries and have high expectations for all children in the nursery. Children are reminded of the nursery rules every day at group times. They are enthusiastic in remembering that 'we mustn't snatch' or why they shouldn't throw sand. Children learn to consider each other and ask their peers if they would like to help during an activity. Children are offered much praise and encouragement. Stickers and 'Star of the week' recognises children's achievements and positive behaviour. The use of 'Wow' certificates encourage parents to share positive events from home, which are then acknowledged at nursery too. During group activities, children learn to share, take turns and respect the needs of their peers, supporting the development of skills they will need for the future. This all contributes to encouraging good behaviour and developing children's confidence and self-esteem.

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	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

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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