

Albany Nursery School

Inspection report for early years provision

Unique reference number

EY291689

Inspection date

18/10/2011

Inspector

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Setting address

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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

Albany Nursery School is one of six privately owned daycare settings. It opened in 2004 and operates from one room in a church hall. The nursery is accessible to all children and there are two fully enclosed areas available for outdoor play.

The setting opens Monday to Friday during term time. Sessions are from 8.30am until 3pm. Children are able to attend for a variety of sessions. A maximum of 30 children may attend the setting at any one time. There are currently 26 children attending who are within the Early Years Foundation Stage. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The setting provides funded early education for three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and four at level 3 or above. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff work well together to create a safe, child-centred environment for all children. The setting is very inclusive and each child is valued and respected. Children make good progress in their learning because staff plan and provide a suitable range of activities which meet their interests and development. Staff are fostering excellent partnerships with parents and are continuing to develop links with outside agencies to ensure that the individual needs of all the children are well met. There are good systems in place to monitor and evaluate the practice within the setting to ensure that continuous improvement is sustained.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the risk assessment is reviewed annually or more frequently where the need arises (Suitable premises, environment and equipment).
- 30/10/2011

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

- ensure relevant documentation is reviewed as necessary, with specific regard to risk assessments.

The effectiveness of leadership and management of the early years provision

Staff are thorough in child protection matters and their knowledge and understanding of safeguarding policies and procedures ensures that children are fully safeguarded. Procedures for vetting and assessing the suitability of staff are rigorously implemented. The premises are warm, welcoming and utilised to their full potential. Staff carry out daily safety checks on the premises ensuring that children are safe, however it is a requirement of the Early Years Foundation Stage that risk assessments are reviewed on an annual basis or more often if needed. The setting has not reviewed the risk assessment for over one year, which may potentially place children at risk. All outings are risk assessed and the risk assessments are detailed and cover all potential risks to children. The premises are secure and additional security procedures, such as, locking the gates when children are in the outdoor environment have been implemented to further ensure children's safety at all times. Other documentation is annually reviewed and enables the setting's good practice which ensures the safe and efficient management of the provision.

Staff are well motivated and skilled. Good systems are in place to support professional development and staff regularly attend training courses to extend their knowledge and expertise. There is a genuine commitment to improvement and the capacity for this is good. The manager works closely with staff to find and implement systems to develop the provision and ensure that children consistently receive a good level of childcare and education. Equality and diversity is promoted exceptionally well within the setting to help children to develop an awareness of the society they live in. A wide variety of resources and activities meet the needs of all children and enables them to learn and develop respect for themselves and each other.

Staff work very well to promote excellent partnership with parents and are continuing to forge links with other agencies in order to develop a consistent approach in meeting children's needs. Parents are welcomed into the setting and their views are valued and acted on. They are informed of planned activities and events through regular newsletters and notice boards, which display a range of additional information, such as, information about healthy eating, from the Early Years Foundation Stage. They are invited to come into the setting to share their cultural experiences and cooking skills enabling children and staff to be aware of many cultures. The setting has good systems in place for monitoring and evaluating their practice. This includes seeking the views of all service users, for example, parents are encouraged to share their ideas and thoughts with the setting and this informs the self-evaluation of the setting. Parents' views are positive and include comments such as, 'children are happy and settled' and 'eager to come to nursery'. This ensures that they are well cared for and become happy and confident children.

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

The setting is child-orientated and staff endeavour to ensure that children have fun and enjoy all aspects of their time at the nursery. Children are confident, happy and well settled. They interact positively both with adults and their peers and actively seek them out to show off their achievements, for example, their rainbow pictures. Children enjoy participating in a variety of activities including free painting, whilst talking about what colours the paint will make when they mix them. They enjoy dressing up and take on the personas of the costume they eagerly put on. The children also have fun in the role play area and feed 'babies' and make food for each other. They are developing early numeracy skills as they count spontaneously throughout the day and talk about shapes especially when making the semi-circular sandwiches. Older children recognise some letters in their names and the children have opportunities to make marks from a number of activities and in the writing area. They enjoy time spent outdoors where they ride bikes, cars and use equipment to help them to balance and climb.

Children are making good progress in all areas of learning and development. Planning and assessment processes which are in line with the Early Years Foundation Stage framework have been implemented. All children have a 'My Time at Albany' learning journal that has a mix of photographs and written observations. Staff discuss children's development with parents and use this information to plan and provide a range of experiences which develops further the children's learning.

Staff are effectively deployed throughout the setting and the organisation of space ensures that children are able to participate in activities that they choose freely, at their level of understanding and development. Activities in all areas are set out to promote self-selection. This enhances children's opportunities to develop independence and enjoyment. Interaction between staff and children is positive. Staff ensure that children have a balance between adult-led and child-initiated activities to allow them space and time to develop and discover learning opportunities for themselves. Staff gather information about each child's individual needs enabling them to promote an inclusive environment for all. Children with additional needs and those for whom English is an additional language are fully included into the setting and the staff use transition cards with the children to give them pictorial clues. This ensures all children's individual needs are fully recognised and met. Systems are in place to access support from outside agencies, such as speech and language therapists guaranteeing that children with specific needs are fully supported.

Children's behaviour is good and is supported through clear and concise behaviour management strategies. Staff act as positive role models. They foster children's self-esteem and offer praise and encouragement at all times as they sensitively remind children to share with their friends, be polite and to be kind and helpful.

Children clearly understand the importance of following simple hygiene routines. They understand the importance of washing their hands before eating or after messy play. They are extremely well cared for if they become sick or have an

accident and there are rigorous procedures in place to protect them from infection. They enjoy snacks which consist of healthy options and procedures have been implemented to ensure that children's dietary requirements are recognised and met appropriately. Parents are provided with excellent quality information regarding what are healthy options for their child's lunchbox. Children are beginning to understand about staying safe as they practise evacuation procedures and learn how to use equipment safely. They are helped by supportive and caring staff to feel secure and safe in their environment.

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	1
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	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	1
The extent to which children make a positive contribution	1
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met