

Sowerby Nursery School

Inspection report for early years provision

Unique reference number

400369

Inspection date

11/01/2012

Inspector

Christine Tipple

Setting address

The Portacabin, Sowerby County Primary School, Topcliffe
Road, Thirsk, North Yorkshire, YO7 1RX

Telephone number

01845 527321

Email

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Sowerby Nursery School was registered in 1992. It operates from a portacabin in the grounds of Sowerby Community Primary school which is near to the town of Thirsk. The nursery school is managed by a voluntary committee. The nursery serves the local and surrounding area. There is an enclosed outdoor play area.

The nursery opens Monday to Friday from 8.45am to 11.45 am, and 12.55pm to 3.25 pm term time only. Children are able to attend for a variety of sessions. A maximum of 24 children may attend the nursery at any one time. There are currently 38 children attending all are within the early years age group. The nursery provides funded early education for three and four-year-olds. The nursery supports children with special educational needs and children who speak English as an additional language.

The nursery employs five members of child care staff. All hold appropriate early years qualifications at level 2 to 5. The nursery receives support from the local authority and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and secure at nursery which provides a caring and inclusive environment for all the children. Staff promote children's safety and well-being effectively. Children are interested and motivated in what they do which overall enables them to make good progress in the areas of learning. The records and documentation in place support the good management of the nursery, but some policies and procedures are not regularly reviewed. The staff have positive partnerships with local schools, the community and with parents. The staff and committee have taken positive steps to evaluate their provision and identify areas to develop and improve upon.

What steps need to be taken to improve provision further?

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

- develop a more consistent approach to children's observations and assessments
- improve the review process for the nursery's policies and procedures.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of the importance of safeguarding children and have regularly updated their training and policy and procedures. All details of the relevant agencies are displayed if a concern is raised about a child. The risk

assessments cover the areas children come into contact with including outings and daily safety checks completed by staff. Most of the nursery's policies and procedures are reviewed, but some information does not fully reflect current guidelines and nursery practice. The recruitment and selection process is robust. Newly appointed staff completes an induction programme. Regular staff appraisals are in place which supports their self-development and the opportunity to extend their qualifications. The staff work very well as a team and with the committee. The self-evaluation provides a positive approach to what the nursery does well and in identifying areas to improve upon. This process includes comments from the children and parents which resulted in a successful bid to fund the development of the outside area.

The Nursery enables the children to move around freely throughout the sessions both inside and outside. Resources are accessible as they are mainly on low shelves; other resources are labelled so children can easily request these. Children are well supported by the staff to enhance and develop their interests further. The staff are confident in providing an environment which is committed to inclusion and strives to ensure that the nursery is accessible to all. Staff support parents who have English as an additional language by providing information in their language, such as, in their childrens' learning journey books and the newsletter. Activities and access to different resources positively promote and support other cultures. Children take part in food tasting, role play with traditional outfits and artefacts. They celebrate various activities through the year, such as, Eid and Easter which enhance children's play and learning experiences.

The relationships with staff and parents are good. The allocation of a key person for their child ensures there is a consistent contact. Parents complete the 'I am special' leaflet so the key person can assess each child's starting points and plan activities which the children are interested in. The digital photo frame provides parents with ongoing images of their children at play in the nursery and there are regular newsletters and other relevant information displayed on the notice board. Opportunities are provided for parents to speak with their child's key person and to share in their learning journey such as providing their own comments and observations from home. The parents contribute to the nursery's development through questionnaires and the comments book and being a member of the management committee. This feedback resulted in staff sharing more information with parents about their children's learning and progress. Parents find staff approachable and welcoming. They comment on how their children have settled in nursery and look forward to coming.

The relationships within the community are good and information is shared and displayed about other services such as speech and language sessions. There are positive links with the main primary school and some other schools which is effective in supporting children with the transition from nursery to school. Visits to events in school and the use of books which provide details and photographs of where children will go on leaving nursery contribute to effective partnerships. Staff liaise with other early years providers which encourages a sharing of information which supports a consistent approach when children attend other provision such as childminders.

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

Staff have a good understanding of the Early Years Foundation Stage which is promoted through the effective selection of resources and activities which promote the six areas of learning. Staff regularly observe and assess their key children to ensure they support their immediate interests and identify their next steps to progress; this informs the nursery's short and long term planning. However, the current systems being introduced for observation and assessment are not yet fully implemented by all staff to promote a more consistent approach. All photographs, comments and assessments are kept in children's learning journey books which are accessible to parents. Children have secure relationships with the staff and the key person system is successful for parents and the children. The children behave well due to the staffs support and guidance which ensures they feel secure in their surroundings. Children are encouraged to be helpful and to share and take turns. The staff through example encourages the children to show respect and consideration towards each other. Positive praise and reinforcement are well promoted by the staff.

The staff provide ongoing opportunities for the children to develop their skills such as using scissors. The children have daily access to the computer and other programmable equipment. Children enjoy planting and growing fruit and vegetables which they harvest and eat. They readily access the play tent to look for different objects with the torches. There are regular opportunities for the children to weigh out ingredients for baking. The use of numbers is all around the nursery enabling children to count, match and sequence such as with the different sized bears. Children enjoy using the pipes to roll balls or water down to see how fast it goes. Children self-register which supports all the children to recognise the letters in their name. Good use is made of the various tools and resources to enable the children to develop their mark-making skills. The access to books and story time are enjoyed by the children. Coming together at circle time teaches them to listen and take turns and be confident to share their news. The story sacks are available to parents to take home and share with their children. There are opportunities for the children to pass on messages to staff or other children as part of developing their communication skills.

Children access the outdoor area for most of the sessions. They use a variety of larger equipment to develop their physical skills, such as, balancing and spatial awareness and to be energetic and in the fresh air. The very good selection of creative materials fully supports the development of the childrens' own ideas. There is easy access to the different materials and mediums such as model making, vegetable printing, free painting and collage. Children use a mirror to do a self-portrait which provided interesting outcomes of how the children see themselves.

Information on the care of children when ill, relevant exclusion periods and the recording of accidents and administering medication is fully shared with parents. Children have a variety of snacks which promote healthy choices. Staff discuss with

the children which foods make them healthy and give them energy. Good safety procedures are followed by staff with the children. Visits from the emergency services all extend children's understanding of keeping safe. The use of different tools and equipment are discussed so children know how they use these independently and in a safe way. Children take part in the evacuation procedure which supports them in understanding what to do in such an emergency.

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

