

Highmoor Nursery School Ltd

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*.

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

Highmoor Nursery School first opened in 1996 and is a limited company. It operates from Highmoor Memorial Hall in the village of Highmoor, near Henley-on-Thames in Oxfordshire. The nursery is open five days a week during term time only. From Monday to Thursday it is open from 8.30am until 3.30pm; Friday sessions operate from 8.30am until 2.00pm. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It is registered to care for 28 children under eight years; of these, 28 may be in the early years age group. There are currently 44 children on roll of whom 31 three-year-olds are in receipt of nursery education funding. The nursery supports children with special educational needs and/or disabilities and those for whom English is an additional or bi-lingual language. Children come from the local rural community and attend for a variety of sessions. The nursery employs eight staff, all of whom hold relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff demonstrate a commitment to promoting children's welfare. They maintain good quality child care in a secure, warm and friendly environment. Highly stimulating play resources support children's progress well. Staff plan for most areas of learning effectively in order to provide a positive learning experience for the children who attend. All children and families are valued and respected as the uniqueness of each child is recognised. Exceptionally strong relationships provide continuity and consistency as parents are encouraged to extend learning at home. The nursery recognises each child as an individual and is proactive in establishing links with others involved in the children's care. To enhance the good quality care and learning, the setting continually identifies future aims of the nursery, areas for development and how best to implement them.

What steps need to be taken to improve provision further?

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

- develop further the use of observations and assessment to help plan 'what next' for individual children
- Improve the organisation of group times at registration and lunchtime, so that children have time to listen to stories and take part in discussions that are appropriate to their age and stage of development.

The effectiveness of leadership and management of the early years provision

Children play in an attractive child-friendly environment, with an outstanding range of safe, age-appropriate resources indoors and outdoors that undeniably promotes their learning. All required policies and procedures are in place, reviewed regularly and shared with parents. There are robust systems in place to ensure all staff are checked and suitably qualified. Clear induction procedures, appraisals and ongoing training ensure that staff knowledge is relevant and up-to-date. To further protect children's welfare, staff demonstrate an acute awareness of their responsibilities in safeguarding children and are extremely knowledgeable of local safeguarding children procedures. Staff deploy themselves well to ensure all children receive appropriate levels of individual care and attention. However, while the nursery day is successfully planned, the organisation of group times at registration and lunchtime does not provide children with sufficient opportunity to listen to stories and take part in discussions that are appropriate to their age and stage of development without distraction. Comprehensive risk assessments are in place with ongoing visual checks demonstrating staff's thorough awareness of their responsibility in keeping children safe. The nursery follows inclusive practice as all children, families and their circumstances are valued and respected and their needs met. Standards of care in the nursery are consistently maintained and significantly support children's welfare, learning and development. The staff team under the clear leadership of the manager and owner drive improvements forward as they continually review their practices. Input and feedback from staff, parents and assessments, and advice from outside agencies such as the local authority is positively encouraged and implemented as appropriate.

Excellent information about the nursery is provided for parents on the notice board, website, via e-mail and through newsletters and daily verbal exchanges, both about the provision and general information that parents may find of interest. All information about the children is obtained from parents at initial visits and children's documentation and records are kept up-to-date and confidentiality observed at all times. Parents express a high regard for the care and learning experiences their children receive. They comment that they 'cannot praise the provision highly enough, children are respected and considered as individuals, and the staff are fantastic'. Management and staff actively establish links with other providers, inviting them into the setting and visiting children in other provisions. This helps to provide consistency of care and education for children in the nursery and as they move through the education system.

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

Children are provided with opportunities to help them make good progress in their learning. Staff have a very good understanding of the steps towards the early learning goals and offer exciting activities that help children learn as they play. For example, children excitedly explore the properties of ice and discuss what weather

picture should be included on the weather station board. Staff know the children extremely well and meet regularly to discuss and plan activities and events. Staff demonstrate a good awareness of children's needs and stage of development; however, this is not reflected in the observation and assessment systems that do not clearly identify 'what next' for individual children. A record of children's development is maintained and parents may request to see their child's development folder at any time. Parents are encouraged to share and extend the learning at home.

Children's interests are considered and included in the range of adult and child-initiated activities that form the nursery day. Children have ample opportunities to select what they wish to play with and join in with small focus groups that provide them with opportunities to explore age-appropriate activities; for example, phonic sessions. Children access large and small construction resources indoors and outside and mark-make as they draw plans of what they wish to build. They relax alone or with others in the comfy book area with an excellent range of books, play with sand, water or develop their future skills as they use the computer to help find out about the wider world or complete simple programs. Displays around the room demonstrate the wide range of arts and craft materials to which they have access.

Children develop control and coordination as they play with malleable materials such as play dough and use kitchen utensils as they complete cooking sessions. Physical skills are developed as they climb and slide on the play equipment, gallop on hobbyhorses and kick balls into the football nets. A weekly yoga session helps them begin to understand about their bodies. Tending to the vegetable patch helps them find out where food comes from and follow-on activities promote healthy eating. For example, as they dig up vegetables to make leek and potato soup. Children are helped to feel a sense of responsibility for the environment as they recycle leftover fruits and vegetables to put into the compost and use milk cartons to make bird cake containers. There are ample opportunities for name recognition as children put their coats on named pegs, find their own name to put on the 'who is here today' board, and have their own named place mat on which to put their work. They begin to recognise numbers through displays and activities such as counting and recording how many times a child can kick a ball into a goal in one minute. They begin to understand that the written word has meaning as there is clear labelling in both English and other languages around the nursery. Weekly input from a French teacher helps to further promote their understanding of the wider world.

Children are competent and sociable. They are lively but behave exceptionally well and are learning to share and take turns. For example, minor disputes are frequently settled between children with no adult intervention required. Independence skills are promoted as they begin to address their personal hygiene needs independently, have some choice about their snack and sit together at mealtimes to socialise, forming the basis for good future eating habits. Children follow good manners as a matter of routine and require no prompting from staff. Staff respect the children's views and listen to their ideas. As a consequence, children build good relationships with each other and staff, show respect for each other and the environment. A good range of resources is available to promote

positive images of culture, gender and disability. Staff demonstrate a good understanding of inclusion, for example adapting activities to meet children's additional needs. Children and their achievements are valued. Praise is frequently given by staff helping to build self-esteem and foster children's sense of belonging within the setting.

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1
The extent to which children adopt healthy lifestyles	2
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