

Briars Nursery Cabin

Inspection report for early years provision

Unique reference number	119949
Inspection date	06/12/2011
Inspector	Michele Beasley

Setting address	Lightwater Village School, Catena Rise, Lightwater, Surrey, GU18 5RD
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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

Briars Cabin Nursery opened in 1997 as a sister nursery to the Briars Centre Nursery in Lightwater, both are managed by the owner. The nursery operates from a portacabin in the grounds of Lightwater Village School and serves the local community. The setting has use of its own garden for outdoor play. The school hall and grounds are also available to the nursery.

There are currently 34 children on roll. This includes 17 funded children. Children attend for a variety of sessions. The nursery has procedures in place to support children with learning difficulties and/or disabilities and those who speak English as an additional language. The nursery is open five mornings a week from 8.55am to 1.10pm on Mondays, Tuesdays and Wednesdays and from 8.55am to 12.10pm Thursdays and Fridays during term time only.

There are six staff in total on the team with four members of staff present at each session. There are five members of staff with relevant qualifications in childcare and professional development is ongoing for all staff, one member of staff holds Early Years Professional Status. The setting has support from external early years professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides children with a stimulating place to play and learn. As a result, children are making good progress with their development. Observations and children's next steps are identified clearly to inform the planning. The provision has established positive links with parents. The staff continue to reflect on practice and systems and demonstrate that they show a clear willingness to make continuous improvements.

What steps need to be taken to improve provision further?

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

- plan fire drills so they are carried out regularly
- plan more opportunities for children to gain an awareness of the cultures, religions and lives of others through a range of activities.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust, understood and regularly reviewed to ensure children are well protected and cared for by suitably qualified and experienced practitioners. A written risk assessment is in place for the internal and external of the premises, this is maintained in sufficient detail as required. Fire drills are carried out with the children. However, these need to be more frequent to ensure safe evacuation in the event of an emergency. High adult ratios ensure that children are well supervised and staff are well deployed through the setting. Appraisals are completed and training needs identified which enables staff to continue with their professional development.

Parents receive information about the setting. Examples include information outlined in the prospectus, policies and procedures and frequent letters. Parents are routinely informed of their child's achievements on a daily basis and observation records are in place to share. Next steps are identified for all children and parents are invited to contribute to their children's records. Parents have previously been invited to come in to share their experiences, skills and cultures with children, increasing their understanding of diversity and the wider world. However, opportunities for children to learn different cultures and beliefs through activities are limited. Feedback from parents are extremely positive, parents find staff friendly and approachable and know who their child's allocated key person is.

Strong links are developed between practitioners and other providers involved in the care of children attending the setting. Staff help children's smooth transition to school and the reception class teacher from the school on site visits the setting. Children attend appropriate events in the school. Outside professionals visit to support children with special educational needs and/or disabilities. Resources are suitable to support children's learning and development. They are attractively labelled with photographs and text and displayed to promote children's interest.

Self-evaluation through monitoring and reflection on daily practice is carried out and the recommendations from the last inspection have been met. Staff have a clear understanding of the benefits of reflecting and evaluating their provision. They demonstrate a willingness to make continuous improvements to ensure they offer the best possible care.

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

Children enjoy their time at the nursery and staff offer support and develop and extend children's knowledge. Observation and assessments and their use in planning are positive. Children have opportunities to make choices and their developing independence is promoted well. They move freely around the nursery and outdoor area selecting their activity such as observing a piece of bark and

autumn leaves on a light box. Children show an interest in learning and are active and curious learners as they concentrate hard on cutting tinsel and shapes to stick onto their Christmas candle holder.

Clear defined roles and responsibilities, an established routine and the effective implementation of the key person system helps children to settle, become confident learners and make good progress in their individual learning. Children's language skills develop well benefiting from good opportunities to contribute to discussions and make suggestions. Children gain an early understanding of letters and enjoy books to take home, all of which lay firm foundations for skills needed in future life. Incidental opportunities to gain an early understanding of number, by counting out portions of food and cups at snack time are part of the children's routine. Children use information and communication technology equipment, such as a digital cameras and a computer. Children skilfully control and click the mouse to command a cursor on the screen to select a relevant answer to a question.

Children's behaviour is very good and they know what is expected of them. Consistent boundaries are reinforced through discussion. Children talk confidently about how to keep safe whilst standing on a rectangular block to build a high tower of bricks. This demonstrates an awareness of safety issues and showing a strong sense of belonging within the setting. They investigate the environment around them and buy stamps from the post office, and post their written letters in the local post box. Children develop a strong sense of belonging and responsibility forging strong links with the local school. They participate in planting and caring for produce outside such as flowers, strawberries and potatoes. Photographs show children making vegetable soup.

Throughout the provision, staff achieve a good balance of adult-led and child-chosen play. Planning throughout the nursery centres around the six areas of learning both indoors and out. Staff understand the value of observing children's play and assess what children do frequently. They know the children well, next steps for children are identified and parent's contributions are sought. Children play in the home corner together trying on colourful necklaces and use their imagination to 'go on a bear hunt' around the nursery. Children work together building three dimensional pyramids. This develops problem solving and collaborative skills.

Children are beginning to show an understanding about healthy lifestyles. They eat and enjoy a selection of fruits, vegetables and healthy snacks. They demonstrate good levels of independence as they butter their own crackers and spread toppings on. They follow suitable toileting routines and enjoy the benefits of regular exercise both indoors and out.

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
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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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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