

Cumnor Pre-School Nursery (The)

Inspection report for early years provision

Unique reference number	133397
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Inspector	Fiona Robinson
Setting address	Cumnor C of E Primary School, Oxford Road, Cumnor, OXFORD, OX2 9PQ
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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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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

The Cumnor Pre-School Nursery was registered in 1993 and operates from a purpose-built unit in the grounds of Cumnor Village Primary School, in Cumnor, near Oxford. The setting is managed by a voluntary committee of parents and carers. There is a ramp for those with a disability to access to the building. Children have access to a fully enclosed outdoor play area and have the use of the school hall, field and outdoor area. The setting provides support for children with a disability or special educational needs, and those who speak English as an additional language. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The setting may care for no more than 26 children from two to under eight years of age at any one time. There are currently 47 children on roll between two and under five years of age. Of these, 34 two and three year-olds receive funding. It is open each weekday from 9am to 12pm and from 12.15pm to 3.15pm. Children come from the local area and attend for a variety of the sessions on offer.

There are four members of staff who work with the children. Of these, two hold a National Vocational Qualification at level 3; one has qualified teacher status and one holds Early Years Professional status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their activities and experiences in this good setting and achieve well. They benefit from the nursery's outstanding partnerships with parents and carers, the host school and outside agencies because information and support is shared very effectively. Children behave very well and staff ensure they are fully included in activities. Self-evaluation is good, and as a result the manager and staff have a clear knowledge of the nursery's strengths and areas for improvement, such as the development of the outdoor area. There has been a good record of continuous improvement since the last inspection, indicating a good capacity to improve and develop in the future.

What steps need to be taken to improve provision further?

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

- develop problem solving and investigatory skills in the outdoor environment
- develop the range and use of information and communication technology to support children's learning and development.

The effectiveness of leadership and management of the early years provision

Children's safety is promoted exceptionally well because staff have an excellent awareness of safeguarding and child protection procedures. Risk assessments are carried out daily to keep the indoor and outdoor environments safe and secure. Staff, parents and carers are very familiar with the rigorous procedures for the collection of children. An excellent range of comprehensive policies and procedures are regularly reviewed and fully implemented. Robust recruitment and vetting procedures ensure that adults working with or having contact with the children are highly suitable. Staff rehearse fire drills with the children so that they are familiar with the procedures for evacuating the building in an emergency. Staff are deployed very effectively to ensure children's safety. Children play with a wide range of well-maintained resources.

The nursery is well-led and managed through ambition and a good drive for improvement through frequent self-evaluation. The manager and staff meet regularly to discuss planning, assessment and areas for improvement. Continuous reflective discussion takes place with regard to further development and the views of parents and carers, the committee and children are taken into consideration. The manager, committee and staff work purposefully together. There is a good, shared commitment to implement identified priorities for development in the nursery. Activities are regularly monitored and challenging targets are set for the children so they achieve well. Planning indicates that opportunities are sometimes missed to make full use of technology resources, such as the digital camera and computer in the children's activities, which restricts the development of these skills. Staff make effective use of a good range of resources to meet the needs of most children. However, the use of the wider outdoor environment does not provide enough challenge or opportunities for children to solve problems and develop their investigatory skills. Staff promote equality and diversity extremely well. They ensure children are fully included in activities and involve parents and carers whenever possible in the celebration of festivals, such as the Chinese New Year. They provide excellent support for children with a disability or special educational needs, and those who speak English as an additional language, to ensure they achieve well and experience the same opportunities as their peers. Partnerships with parents and carers are outstanding. Staff share information very effectively through comprehensive newsletters, informal discussions, the parents' notice board and the website. Parents and carers say staff are very caring and welcoming and their children feel confident and enjoy the exciting environment. They are kept very well-informed of their children's achievement and progress and value opportunities to view their children's 'learning journeys' with staff. They are very supportive of fundraising activities, such as cake sales, the summer fête and trips and visits to a Cotswold farm. There are excellent links with the host school. Nursery staff liaise extremely well with school staff to ensure a smooth transition into full-time education and experience joint topics, such as 'Animals' and 'Pets'. The nursery benefits from the use of the school hall and outdoor area. Outstanding links with external agencies and the community help staff to provide very well for children's welfare.

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

Children at the nursery experience a stimulating range of good activities that helps them to achieve well in all areas. Staff respond well to their individual needs and interests and include these in their planning of activities. They regularly monitor the children's achievements and progress through detailed observations and assessments, and skilfully use this information to plan the next steps in learning. There is effective use of themes such as 'Ourselves', 'People Who Help Us' and 'Weather' to enhance the children's experiences. Children behave extremely well because staff are excellent role models with a consistent approach to managing behaviour. They build outstanding relationships with staff and their peers and are respectful of the rules and boundaries. Children are highly motivated by a wide range of activities, such as bird watching in their garden. They have high self-esteem and cooperate very well as they play parachute games. Children's independence is promoted extremely well and they make their own choices as they build towers. Festivals such as Harvest, Diwali, Hinamatsuri and Christmas give them an excellent understanding of other cultures, customs and the wider world. Children make pancakes and take part in pancake races as they learn about Shrove Tuesday.

Children develop a good understanding of keeping healthy. They are encouraged to make healthy snack choices and learn about the benefits of exercise. Their physical skills are developed well as they balance on climbing apparatus, ride their pedalled vehicles and dance. Children make healthy choices from a range of options, such as fruit and vegetables. They develop an excellent understanding of keeping safe and behave in ways that are very safe for themselves and other children, for example children use equipment very safely when preparing apple pie and crumble. They benefit from talks on safety from staff and the emergency services. They are very keen to practise their road safety skills as they walk around the village.

Children enjoy coming to the nursery and achieve well in their activities. Their communication, language and literacy skills are developed well as they discuss words beginning with the letter 'p'. They enjoy re-telling the story of the 'Three Little Pigs' through role play. Children practise mark making in shaving foam and sand, and most can write their own names when they leave. Creative skills are developed well as they print patterns using fruit, vegetables and shapes. Most can count up to twenty and beyond and identify two-dimensional shapes. They cooperate very well as they perform their lion dance for the Chinese New Year celebrations and complete a collage of a dragon. Children sing songs, such as 'Five Currant Buns' tunefully to practise their counting skills. Their enjoyment is clear as they plant bulbs in tubs and design and make rockets. Children are eager to talk about their village and enjoy visits to the farm. They grow beans, tomatoes and carrots and skilfully paint portraits of one another. Overall, they are prepared well for their next stage in learning and life outside the nursery.

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	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

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