

Ashover Nursery School

Inspection report for early years provision

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Inspector Adelaide Griffith

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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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Description of the setting

Ashover Nursery School is run by a committee and was registered in 2002. It operates from purpose-built premises owned by Ashover Primary School. The nursery serves the local area and children who come from further afield. The nursery has strong links with the school. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday during school term times. Sessions are from 8.30am to 11.30am and 12.15pm to 3.15pm. Children are able to attend for a variety of sessions. A maximum of 26 children may attend the nursery at any one time. There are currently 38 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. The group supports children with special educational needs and/or disabilities.

The nursery employs five members of child care staff. All hold appropriate early years qualifications to at least National Vocational Qualification at level 2 and 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 know the children well and encourage good progress in their learning and development. Effective policies and procedures ensure that their welfare is competently safeguarded. On the whole, the relationship with parents is highly positive and partnership working with external agencies and other providers ensures that children get the support they need. Changes to the provision indicate a strong capacity to maintain continuous improvement for the benefit of children and their families.

What steps need to be taken to improve provision further?

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

- review existing systems to encourage parents' involvement in children's progress regularly and to contribute to their child's learning and development record.

The effectiveness of leadership and management of the early years provision

The designated person is well informed about procedures to be followed to protect children from abuse and all staff have attended training. Effective procedures are

implemented to ensure that all adults working with children remain suitable to do so. For example, an annual declaration is made to this effect. Policies are displayed where they are accessible to parents and risk assessments are updated annually.

The manager and staff are proactive in seeking support for those who may require additional help. For instance, they make timely referrals to external agencies and implement strategies suggested by other professionals. The partnership working with other providers is commendable as information is actively sought and shared to provide continuity for children. Children benefit significantly from the very strong link with the school because preparation for transition starts at an early stage. Consequently, children are very confident when they start school and settle easily into the school routine. The staff attend training that enhances their skills substantially to support children extensively in small groups or through one to one interaction. Children learn about other cultures through a good selection of resources and gain first hand awareness of disability as they sign to enhance their communication skills. The stimulating environment is extremely well resourced with good quality equipment to support children's learning.

The staff evaluate the effectiveness of activities consistently and adapt these according to children's needs. They correctly identify strengths of the provision and identify where changes might have most impact, for example a tracking system to monitor children's achievement more effectively. The manager and staff demonstrate a strong capacity to maintain continuous improvement by addressing the recommendations from the last inspection competently. The open door policy encourages free communication between staff and parents who are invited to contribute to the self-evaluation. Staff keep parents informed about children's experiences on a daily basis. However, information about children's progress is not shared consistently and parents are not invited to contribute to the learning records. Consequently, opportunities to explore different approaches to supporting children are not effectively identified. In spite of this parents are highly satisfied with the service they receive and comment favourably on the caring ethos of the provision.

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

Children feel very secure and make firm relationships with adults because the highly effective key worker system helps them to settle quickly. Children receive a very warm welcome on arrival each day. They are extremely well behaved and demonstrate a remarkable understanding of the routine and tidy away when themed music is played at the end of the session. The adults are immensely committed to celebrating all achievements and the 'Shine' board is used to display certificates and other items to show what children can do in the provision and at home. As a result children's self esteem is raised considerably. Children are developing independence because self-help skills are substantially promoted through all activities and procedures.

Children enjoy their time at the provision where they have opportunities for a wide variety of play. The free-flow system ensures they can choose indoor or outside

activities as they wish. Children develop good physical skills through climbing on equipment and building tracks as they play imaginatively with vehicles. They clearly demonstrate an understanding of maintaining personal safety by explaining that the fire engine puts out the fire 'to stop the burning'.

The staff plan activities across all areas of learning and maintain systematic records of children's progress to move them on to the next level. A good balance of adult-led and child-led play provides scope for children to explore a wide range of materials such as mark making on large trays filled with couscous. All areas of learning are effectively promoted through activities, for example, making commemorative cards. The adults are alert to the tailored support needed by some children who are very able in several areas of their development. They ensure that planned activities include challenges to develop all aspects of learning well, for example, their social and interpersonal skills.

Good hygiene practices help to minimise the risk of infection and children follow routines well, such as washing their hands before eating. Healthy snacks are served and children enjoy the fruit they select from the platter. The well organised routine ensures that children have opportunities for quiet activities to balance the vigorous outdoor play. The interesting variety of activities support children in gaining skills for the future as they progress towards the early learning goals.

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	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	1
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	1
The extent to which children develop skills for the future	2

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