

Half Pint Nursery

Inspection report for early years provision

Unique reference number	EY331747
Inspection date	15/03/2012
Inspector	Anne Daly
Setting address	Purleigh CP School, Pump Lane, Purleigh, Chelmsford, Essex, CM3 6PJ
Telephone number	01621828734 (term time)
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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

Half Pint Nursery is one of two settings operated by an informal partnership which originally opened in 1991 before re-registering under new management in 2006. It operates from a purpose-built nursery within the grounds of Purleigh Community Primary School, which has level access to the entrance of the premises. All children share access to an enclosed outdoor play area. A maximum of 30 children may attend the setting at any one time, which opens each weekday from 9.05am until 2.45pm during school term times.

The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register, with currently 40 children within the early years age range on roll. The nursery is in receipt of funding for the provision of funded early education for children aged two, three and four years from the local catchment area who attend for a variety of sessions. The setting supports a small number of children who have special educational needs and/or disabilities and also a small number of children who speak English as an additional language.

The nursery employs nine members of staff, of whom one holds level 2 and six hold level 3 early years qualifications. The nursery receives support from the local authority, the headteacher and teaching staff of Purleigh Community Primary School and the Dengie Cluster Group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Every child is warmly welcomed and well supported by staff to ensure that they are making good progress in their learning and development. The outdoor environment provides children with some opportunities for doing things in different ways than when playing indoors. Highly effective partnerships with other agencies and settings result in positive outcomes for children through ensuring that their individual needs are very well met. Records, policies and procedures enable staff to support and protect children at all times. Staff actively reflect on and evaluate their practices and effectively demonstrate their commitment to maintaining continuous improvement for the benefit of children.

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 the outdoor area as a stimulating learning environment that children can easily access.

The effectiveness of leadership and management of the early years provision

Staff have a secure understanding of their responsibilities towards safeguarding children through the clear safeguarding policies and procedures being in line with the Local Safeguarding Children Board's procedures. The designated safeguarding officers and the staff attend training to ensure that their knowledge and procedures are up-to-date to protect children from harm. All staff are well qualified and experienced and have been appropriately checked and vetted. They work enthusiastically to support each other to ensure consistency of care for individual children. Children's safety and security are given priority throughout the setting, including staff completing daily risk assessments of all areas before receiving children. The entrance doors are fitted with key pad entry codes and there is always a staff member supervising the door at the beginning of each session or when a child goes home. This ensures that there is no unauthorised entry by strangers or unsupervised exit by children.

In May 2011 the nursery moved into a purpose-built building which is attractively presented to help children to happily settle. Displays of children's work and a worthwhile range of age-appropriate resources help to create a child-friendly environment. The outdoor area offers children first hand contact with the different weather conditions through the provision of a hard surface area covered by a canopy. However, the outdoor area is still being developed and therefore does not always offer different developmental opportunities to support and extend children's learning. The nursery provides an inclusive service and a warm welcome for all children and their families. Good systems allow staff to identify a child's need for additional support as early as possible. Staff share information with colleagues, parents and, when necessary, with the local authority Special Educational Needs Coordinator Advisor to ensure that each child with special educational needs and/or disabilities receives the required support. Staff actively promote equality and diversity by removing barriers to participation and by supporting children's communication skills, for example, through the continual use of Makaton to enable those with communication difficulties to highlight their individual needs and to interact with their peers.

The parents, staff and children are all involved in the self-evaluation of the nursery to provide the managers with the information to accurately identify key strengths and weaknesses. Actions taken are well-chosen, including, when necessary, the seeking of professional advice from the local authority, for example, with regard to the planning of individual learning for each child. Staff are highly committed to working in partnership with others, for example, by establishing excellent communication links with other providers delivering the Early Years Foundation Stage to successfully promote progression and continuity of children's learning and care. Children's transition into full time education is assisted by staff having very good links with the school.

Staff have established positive relationships with parents and carers. Parents spoken to during the inspection confirmed that they can speak to the friendly staff at any time and that they receive a prospectus detailing the setting's policies and

procedures and regular newsletters. Staff initially gather information from parents to support their children to make the transition between home and the setting by enabling staff to respond well to individual care needs. All staff complete their key children's learning journeys, which parents can see at any time. Staff speak to parents frequently about what their children are learning while they are at the nursery. The management and staff acknowledge that parents are the first educators of their children and provide regular opportunities for parents to attend workshops to obtain ideas on how to support and extend children's development and learning.

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

Children are confident, inquisitive and eager to learn through the provision of good opportunities to help them to make progress across all areas of learning and development. Ongoing observational assessments inform staff's planning for each child's development through play-based activities. Staff respond quickly to children's learning and development needs. Weekly planning systems are flexible to allow them to respond to children's individual interests.

Children's increasing independence is promoted through them being able to select and undertake their chosen activities, while also being confident to ask staff for specific activities from the store cupboard. They display high levels of involvement in circle time activities, for example, finding the relevant pictures for the time line during daily sessions. They are developing phonic knowledge and skills through recognising letters and singing simple songs linked to the sounds. Children and staff enjoy books together and children have a good understanding of how to carefully handle books. Staff are inventive to cater for the needs of children who may not be able to easily express themselves, such as by 'choosing' picture books to enable them to successfully express their preferences. Children are able to daily practise manipulative skills through benefiting from having access to writing materials, safe small toys and tools. They have the freedom to explore materials, such as paint, while using brushes and sponges with which to create and experiment.

People from a varied range of occupations, such as Police and Fire Officers, talk to children about aspects of their work. Children are also actively involved in the local community through the Church Wardens visiting on a monthly basis. They have many opportunities to gain control of their whole bodies and are becoming aware of how to negotiate space and objects, for example, when practising movement skills through games involving hoops. They have long term 'growing' projects through planting seed potatoes and carrots. They make good connections and recognise relationships through finding out about and working with numbers and counting objects. They enthusiastically match the number and quantity correctly and are able to recognise groups with one, two or three or more objects.

Children clearly feel safe, secure and 'at home' by being relaxed within the setting due to the warm and purposeful interactions with staff. They have a good understanding of how to keep themselves safe as demonstrated when moving a

small chair. They behave well and are developing their understanding of communication technology through using a range of information and communication technology equipment and programmable toys. Staff treat snack and meal times as opportunities to promote children's social development, while supporting them to understand how exercise, eating and hygiene promote their good health. For example, by ensuring that all children are able to have a drink of water at any time. Consequently, children are being provided with good opportunities to develop the necessary skills for their future.

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	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	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