

Penn Cottage Nursery School

Inspection report for early years provision

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Inspector Mandy Gannon

Setting address 49 Woodside Avenue, BEACONSFIELD, Buckinghamshire,
HP9 1JH
Telephone number 07748 847 976
Email enquiries@penncottagenurseryschool.co.uk
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

Penn Cottage Nursery was registered in 2011 although a nursery has operated from the site since the 1970s. The nursery is privately owned and operates from an annexe attached to the proprietor's house in a residential area of Beaconsfield in Buckinghamshire. Children have use of two rooms, a toilet and entrance hall. There is a large, fully enclosed garden available for outdoor play. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children under eight years may attend at any one time. There are currently 26 children on roll, all of whom are within the early years age group. Children attend from the local area. The nursery is open from 9am until 12pm each weekday during term time only. It employs 10 staff, all of whom hold relevant qualifications. Two members of staff are currently undertaking further training. One member of staff holds Early Years Professional Status. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled, secure and happy in this homely environment. Overall, they make good progress in all areas. The enthusiastic staff work together seamlessly to meet the individual needs of each child. Good partnerships with parents, carers and others establish a collaborative approach where all contribute to improving the outcomes for every child. Staff effectively review their practice and have successfully identified further improvements through a detailed action plan. The capacity to make continuous improvement is strong, owing to the motivation and commitment of the staff team.

What steps need to be taken to improve provision further?

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

- support children's growing independence, for example by improving opportunities for them to choose the toys and equipment they use
- organise every day routines such as snack time to meet children's developmental stages.

The effectiveness of leadership and management of the early years provision

Children are protected effectively as the staff have an accurate knowledge and understanding of their role with regards to child protection. Staff have recently completed training and have a good understanding of the steps they would follow if they had concerns about a child in their care. Comprehensive policies and procedures are in place, which the nursery regularly reviews and updates. The safeguarding policy includes steps to follow if an allegation is made against a member of staff, a whistle blowing policy and includes the contact details for other agencies, promoting children's welfare and safety. All necessary records are in place to promote children's welfare. Risk assessments are in place, regularly reviewed and updated, creating a safe environment where hazards are minimised. Children develop a good awareness of keeping themselves safe as staff remind them of safe practice and practise evacuation drills.

Staff have effective systems in place to reflect on their practice. They accurately identify their strengths and areas for further development, taking into consideration the views of staff, parents and children. Children benefit from a wide range of toys and resources. However, due to space limitations, these are not all freely available for children to choose from. This limits children's ability to make independent choices about their play. The nursery successfully promotes equality and diversity. Staff actively seek additional support at the earliest opportunity in order to promote the best possible outcome for each child. Staff are aware of children who speak other languages at home and have begun to put in place activities to support and develop the recognition of other languages.

Strong partnerships with parents and carers are in place. The nursery actively takes steps to improve communication with parents through a recently established website, a whiteboard detailing daily activities, newsletters and the sharing of information about the Early Years Foundation Stage framework. Parents spoken to praised the setting, and one stated 'they have been great in supporting me and my child, who had difficulty with their speech'. Parents are fully involved in their children's learning and contribute to their development records. Staff work closely with other settings that the children attend to promote a shared approach to children's care and learning. The local infant school teacher visits the nursery to aid transitions.

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

Children make successful strides in their learning and development. They benefit from a broad range of activities. They are confident communicators who are developing early writing skills and beginning to recognise and form letters. Staff provide effective challenges to develop children's learning and skills. For example, a child excitedly popped bubble wrap, developing their physical skills. Children

enjoy creative activities as they draw, cut and stick, making a picture which they then proudly display. They work together building with construction materials and discuss what they have made. They enthusiastically showed interest in the world around them as they talked about how flowers need sun and rain to grow. Another child contributed to the conversation by explaining how the bees collect the pollen and make nectar and how much they enjoy honey made by the bees. Children develop skills for the future by using telephones and keyboards in role play and solve problems as they complete puzzles. Children skilfully take off their shoes and wait patiently for their turn as they play hopscotch. They confidently identify numbers and enthusiastically jump from one number to the next. Skilled staff accurately identify next steps in children's learning and development and work together effectively in putting in place high quality planning which helps to ensure that each child is effectively challenged.

The nursery is registered with the food standards agency and received top marks on a recent visit. Staff promote good standards of hygiene and children know they need to wash their hands before eating and after visiting the toilet. They use liquid soap and paper towels to minimise cross infection. They are aware of why they need to wash their hands, confidently discussing the spread of germs. Children freely help themselves to water throughout the session. They benefit from a good range of healthy, nutritious snacks which are they eat together socially. However, the arrangements for snack time mean that children cannot make decisions about when they want their snack, and some children have to sit for too long.

Children successfully demonstrate an awareness of staying safe as they move around with care, taking others into consideration. Staff sensitively support children in reminding them of safe practice to promote their well-being. Children develop a strong sense of security through their understanding of familiar routines. They are confident and have good self-esteem. This is fostered by their strong relationships with their friends, whom they invite to join in their play. Children show a good awareness of responsibility as they help to tidy up. Staff act as calm, consistent role models, skilfully enabling children to understand expected behaviour and how to resolve differences.

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