

Old Sarum Nursery

Inspection report for early years provision

Unique reference number EY441669
Inspection date 18/07/2012
Inspector Marilyn Joy

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Type of setting Childcare - Non-Domestic

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Introduction

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Description of the setting

Old Sarum Nursery opened in 2012 and is managed by a voluntary committee. It operates from dedicated rooms within Old Sarum Primary School. Children have access to an enclosed outdoor play area. The nursery opens each weekday, term time only, from 9am until 3pm. The nursery is registered by Ofsted on the Early Years Register for a maximum of 26 children aged over two years. There are currently 24 children on roll in this age group. The nursery receives funding for the provision of free early education to children aged three and four years. The nursery employs four members of staff. The manager is qualified to level 5 and is working towards Early Years Professional Status, one member of staff is qualified with level 3, one with level 2 and the other is working towards a level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enthusiastically engage in an exciting range of activities and make good progress overall in all areas of learning and development. The leadership and management team create a safe and nurturing environment where children feel confident and secure. Parents and children positively benefit from the good relationships developed with the nursery. Some partnership working takes place with other agencies and partners supporting children. Staff organise most activities well and generally children access a wide range of resources to meet their individual needs. An extremely enthusiastic and strong management team communicates ambition and drive and secures continuous improvement through rigorous self-evaluation processes.

What steps need to be taken to improve provision further?

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

- review the organisation of circle time to help older children in particular understand why it is important to pay attention when others are speaking, to concentrate and sit quietly when appropriate
- maintain a regular two-way flow of information with other settings children attend, by sharing children's records and any other relevant information in order to provide continuity in their learning and development
- develop further the range of positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, religion, culture, special educational needs and disabilities.

The effectiveness of leadership and management of the early years provision

The nursery effectively keeps children safe and protects them from harm. There is a thorough understanding of child protection issues at all levels. Staff have attended training and know what to do if they have concerns about a child in their care. Parents are fully aware of the nursery's responsibilities to safeguard children. The nursery uses robust recruitment and vetting procedures to make sure staff are suitably qualified. There is a clear induction and ongoing professional development arrangements to keep staff fully informed of their roles and responsibilities. Staff complete comprehensive risk assessments, implement effective measures and conduct daily checks to ensure children's safety. All the required documentation is in place and maintained to a high standard.

The management and staff team have high expectations for the nursery and work tirelessly to improve their practice. Rigorous and varied self-evaluation processes engage the views of parents, staff and committee, as well as feedback from local authority advisors. Management identify most areas for improvement and action plans are implemented to address weaknesses. For example, staff acknowledged a parent's suggestion regarding potty training and incorporated this into daily practice. Staff identified that older and more able children do not have many opportunities to access larger equipment to fully extend their physical skills. Consequently, they are exploring what they can do to address this. The nursery is proactive in attending training and seeking ways to improve. Consequently, outcomes for children are continuously improving.

Staff offer an exciting environment that stimulates lively activities and supportive interactions which encourage children's learning in all areas. Children make good progress because of the expertise and dedication of skilful staff. They actively promote children's awareness of equality and diversity through activities and encouraging respect for others. However, within the resources, there are few positive images that fully reflect the diversity of the wider society. Parents appreciate that staff display their languages and value them and their children.

Parents are very happy with the nursery. They comment on how well informed they are about all aspects of their child's care, the activities they enjoy and the progress they are making. The nursery uses a variety of methods to make sure parents are well informed. For example, they arrange parent's meetings, send out a monthly newsletter, put information on the notice boards and provide them with a pack of information when children first attend. The nursery has clear systems for liaising with other agencies involved in children's care. However, they have not fully developed arrangements for working in partnership with other settings children attend, in order to support continuity in their learning. Staff liaise closely with the school to help children achieve a successful transition from the nursery.

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

Children are extremely happy and settled at the nursery. They arrive confidently and quickly settle to activities of their choosing. Staff are fully prepared for their arrival and are ready to support any who are unsure. They set out resources to inspire children's interest and encourage them to think for themselves. For example, staff position plastic gutters, a large tray with plastic ducks, some jugs, funnels and water against the fence outdoors. Children respond in a lively and excited manner. They quickly work out how they can pour water into the gutters to fill the water tray and create a pond for the ducks. Most children join in throughout the session. They thoroughly enjoy the activity, which successfully promotes problem solving, independence, physical skills, imagination and creativity. Children gain confidence in their own abilities. They express themselves freely as they create their own models and designs with construction kits and recyclable materials. They develop their hand-eye coordination as they practise using scissors and glue. They work out how to fit different materials together and develop their own creations. Staff are particularly effective in encouraging children to solve problems for themselves and communicate their ideas verbally and through their designs.

Children's progress in communication and numeracy skills is developing well through effective questioning and relaxed conversations. Children gain confidence in early writing by making marks and mathematical skills during practical activities. Staff make sure resources are readily available so that children can organise themselves and become increasingly independent. For example, paint is stored in small containers so that children can fill their own paint pots and help themselves to paper whenever they want to paint. Some help themselves to charts and pens and imitate daily routines, such as, taking the register or recording what everyone is doing. They create their own register, sing the welcome song, mark who is present and count how many they have marked off. Regular routines help children understand what is expected. However, staff do not always encourage children to listen attentively to each other at circle time or make it clear when circle time is finished. Consequently, children do not always listen to each other. They wander off and, older children in particular, do not realise they need to sit quietly. Story time is organised more effectively with most children concentrating on the story. Overall, children become well equipped with the skills they need for future learning. They are curious about the world around them and motivated to investigate and explore it. Staff record individual children's achievements. They successfully plan and introduce a range of activities so that each child makes progress in all areas.

Children receive good encouragement to adopt a healthy lifestyle. They talk about healthy eating at snack time and parents are encouraged to provide nutritious foods for lunch. Children understand they need to wash their hands and carefully do so. They enjoy plenty of fresh air as they move freely between indoors and outdoors throughout the day. They engage in a wide range of physical activities and gain increasing control over their bodies as they expertly manoeuvre wheeled toys around and use a range of tools and equipment. Children learn about keeping

themselves safe. For example, they make changes to the balance apparatus by altering the arrangement of crates and planks. Staff help children work out how to do this and collaborate with others in order to manage the task safely. Children benefit from good quality support and high quality interactions. They build extremely positive relationships with staff and have fun in the supportive atmosphere provided.

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	3
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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