

Weston Voluntary Nursery

Maiden Street, Weston, NEAR HITCHIN, Hertfordshire, SG4 7AG



Inspection date

12 October 2015

Previous inspection date

4 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and committee have successfully addressed the actions raised at their previous inspection. Children's next steps in learning are now incorporated into planning to help them to make rapid progress. Good quality information is shared with the on-site nursery to support children's continuity of learning. The committee have informed Ofsted of the change of the nominated person.
- The quality of teaching is strong. Staff use their accurate ongoing assessments of children's learning to plan challenging experiences that fully engage and interest children. Sensitively planned activities help children to develop an increased awareness of their own and other children's families.
- Children develop warm and caring bonds with the dedicated staff team who are very attentive to children's needs and provide them with lots of praise. Children show high levels of self-confidence. They eagerly explore the stimulating environment and independently access a rich range of high-quality toys and activities.
- Partnerships with parents are excellent. The ongoing sharing of information successfully involves parents in every aspect of their children's care and learning. Staff provide them with a wealth of ideas to help support their children's learning at home. For example, they offer them a home learning pack and invite them to borrow books.

It is not yet outstanding because:

- Staff do not effectively use their initial observations of children's learning and information obtained from parents to support the identification of children's precise learning needs from a very early stage.
- Staff have not yet replicated the good working partnership they have with the on-site nursery, with other settings that children attend.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- utilise staff's initial observations and information obtained from parents to plan even more precisely for children's continued progress from a very early stage
- strengthen the partnerships with other settings beyond the on-site nursery in order to support all children's continuity of learning and development.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector discussed children's learning and staff's teaching with the nursery manager following a planned activity.
- The inspector held a meeting with the nursery manager, her deputy and the chairperson of the committee. She looked at relevant documentation, such as the nursery's self-evaluation and children's assessment records.
- The inspector checked evidence of the suitability of staff working in the nursery and committee members.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Lorraine Pike

Inspection findings

Effectiveness of the leadership and management is good

The qualified manager and nursery committee members take their roles seriously. They work very well together to run the nursery efficiently and with enthusiasm. They have a secure understanding of their responsibility to meet and implement the requirements of the Early Years Foundation Stage and other government requirements. The arrangements for safeguarding children are effective. For example, recruitment procedures are robust and staff know how to swiftly meet children's needs in the event of a child protection concern. Clear arrangements for staff supervision and opportunities for regular training help to promote good outcomes for children. The manager and committee place a strong emphasis on evaluating the service they provide to maintain a high-quality provision. The manager's attention to reviewing the educational programmes ensures that any gaps in children's learning are quickly addressed. Staff have not yet extended partnerships with other settings that children attend, in order to help them make rapid progress.

Quality of teaching, learning and assessment is good

Staff obtain detailed information from parents and complete observations of children's learning when they first begin attending. However, they do not make best use of this information to precisely plan for children's next steps in learning from a very early stage. Staff promote children's communication and language development very well. They model effective listening skills and build on children's vocabulary. For example, they teach them new words to describe the feeling of dried autumn leaves. Children make predictions and explore how to use binoculars to closely examine the leaves in the stimulating outdoor area. Staff introduce children to mathematical ideas. They help them to count and make comparisons between the different sized leaves they collect. Children develop superb control and coordination of their hands to use tools and equipment as they play with foam. They have immense fun using their imagination as they pretend to bake cakes and discover how the consistency of the foam changes when they add water.

Personal development, behaviour and welfare are good

Staff are very friendly. They create a warm, welcoming atmosphere for all children and their families. Children burst in to the nursery with excitement and are immediately ready to learn. Staff are good role models. They calmly and consistently help children to respect each other's feelings and support them to take turns with toys. They truly listen to and value children's opinions and choices. Snack time is a very sociable experience where staff teach children the importance of a healthy diet. Children know why they need to wash their hands after using the toilet and before eating. Staff provide excellent opportunities for children to develop their physical skills when outdoors in the fresh air.

Outcomes for children are good

All children make good progress in relation to their starting points. Staff place a strong emphasis on fostering children's independence. Children make accurate decisions of the appropriate outer clothing they need to wear before playing outdoors. Staff have adopted some of the same teaching systems used within the on-site nursery and local schools. This helps children to make a seamless move on to school when the time comes.

Setting details

Unique reference number	146800
Local authority	Hertfordshire
Inspection number	1006221
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	20
Number of children on roll	5
Name of provider	Weston Voluntary Nursery Committee
Date of previous inspection	4 February 2015
Telephone number	01462790546

Weston Voluntary Nursery opened in 1975. It operates within the grounds of Weston Primary School and shares premises with the on-site nursery which opens in the morning. The nursery employs two members of childcare staff. Of these, both hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday from 1pm until 3.30pm, during term-time only. The nursery provides funded early education for three- and four-year-old children.

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