



Moat Barn Nursery School

Inspection report for early years provision

Unique Reference Number	EY320456
Inspection date	10 July 2006
Inspector	Mary Gilbert
Setting Address	Moat Barn, Hasketon, Woodbridge, Suffolk, IP13 6JW
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Registered person	Amanda Jane Popplewell
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Moat Barn Nursery School is privately owned and was opened under the current registration in January 2006. It operates from two purpose built rooms attached to a large house in the rural area close to the village of Hasketon, Suffolk. A maximum of 38 children may attend the nursery school at any one time. The nursery is open each weekday during term time from 09:00 until 15:45. All children share access to a secure enclosed outdoor play area.

There are currently 55 children aged from two to under five years on roll. Of these, 46 children receive funding for early education. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs six members of staff. Of these, four hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is soundly promoted as the setting takes positive steps to promote children's health and encourages them to begin to take responsibility for meeting their own health needs. Steps are taken to prevent the spread of infection. For example, the nursery is cleaned thoroughly and parents asked not to send in their children if they have been sick. A list of infectious diseases is readily available on display. Appropriate measures are taken should a child be unwell whilst in the care of the nursery. Clear information is obtained from parents at time of placement and the information collected is used to ensure any specific health needs can be met. Children learn the importance of developing good personal hygiene practices. For example, they use the toilet independently and know they need to wash their hands afterwards, and also before eating. Children are able to access tissues should they need them. Records are kept of accidents and medication given. However, children's confidentiality is compromised because there is more than one entry on each page.

Children enjoy varied opportunities for physical activities which enable them to develop their skills. The children have access to a good range of equipment outside, for example, climbing frames, slides and ride on toys. Other planned activities provide opportunities for children's physical development inside, for example, dance lessons and movement in music sessions.

Children are provided with drinks and healthy snacks during the sessions. However, drinking water is not readily available at other times to ensure children remain hydrated. The snacks provided include fruit and children learn that this is a healthy option. Children bring in their own lunch. Both snack and lunch times are used as opportunities to develop children's social skills. Specific planned activities encourage children to learn what foods are good for them.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe and well cared for in premises that are safe, secure and suitable for their purpose. The two playrooms are well organised to provide for all areas of learning and effective display develops a child friendly atmosphere. Children move from one room to another to access activities, and are able to make appropriate

choices from the resources available to them. Children have their own coat pegs and space to keep their belongings which encourages them to develop a sense of belonging. The outdoor area is secure and children are able to access at a specific planned time during each daily session.

Children's safety is promoted because the nursery takes positive steps to minimise risks. For example, daily risk assessments take place and other risk assessments take place for specific activities. Resources are checked on a regular basis to ensure they remain safe for the children to use. A double lock on the front door ensures that visitors to the building are monitored and a safe system is in place for children to arrive and depart.

Children have access to a wide range of resources to support their learning and development. These are well organised providing children with opportunities for making independent choices.

Children are well protected because staff have a clear understanding of their role in child protection and are able to put appropriate procedures into practice. Staff have opportunities for training to ensure their knowledge is up to date.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled in the nursery. They develop their confidence and self-esteem as they make appropriate choices from the activities and resources available to them. Children relate well to each other, learning to share their games and toys. Children have the opportunity for outside play on a daily basis. However, this is usually restricted to physical activities at planned times through the session and does not cover all areas of development. Most of the sessions provide for children's needs. However, at times children sit for extended periods of time and become restless. Currently there are no children under three on roll so all planning is linked to the Foundation Stage.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a sound understanding of the Foundation Stage and activities are planned to cover all areas of learning. However, all aspects are not clearly identified and therefore not planned for, for example, in communication, language and literacy. Some observations of children's learning takes place, but opportunities to do this are not consistent or linked to planning for children's next steps of learning. Staff work well with the children. They interact appropriately and ask questions to encourage children's learning.

Children are motivated to learn through access to a wide range of exciting and interesting activities. They are encouraged to make choices and are becoming increasingly independent in meeting their own needs, for example, in changing their own shoes before going outside.

Children handle books well, They choose from a wide variety which includes fiction

and non-fiction. They are learning to use a wide range of mark making equipment and beginning to write some letters. Children talk confidently, sharing their experiences. They answer well phrased open-ended questions which helps them to develop their thinking skills.

Children use number in everyday activities. For example, they count the number of cups needed for snack time. Specific planned activities encourage children to recognise shapes and colours.

Children are beginning to make sense of the world through first hand experiences. For example, they help to look after the nursery animals. Visits to a local farm encourage children to learn about the world around them. They are becoming aware of the wider community as visitors are welcomed into the setting, for example, the police and vet.

Children enjoy a wide range of physical skills, both inside and out, which helps them to develop their confidence and skills using small and large apparatus, tools and equipment. For example, they use climbing frames and slides. Inside activities include specific dancing sessions.

Children are encouraged to be creative, expressing their ideas and thoughts through music, art and role play. They access a wide range of media and materials which enables them to make choices. For example, they use a selection of equipment for painting, such as feathers and bubble blowers, as well as different sized paint brushes. Children listen to music and explore sound and rhythm through accessing musical instruments, both in planned musical sessions and incidentally.

Helping children make a positive contribution

The provision is good.

Children are developing good relationships with adults and each other in a setting which works with parents and carers to meet individual children's needs. Children develop a sense of belonging. Displays of their work develops their self-esteem. The equal opportunities policy is inclusive and monitored to ensure all children are included and valued. Children's individuality is valued and they learn to respect others and share their toys, resources and experiences. Toys and resources are non-gender specific and include those which reflect positive images of other cultures, ethnic groups and disabilities. Children learn about the wider community, both locally and the wider world. For example, they learn about how others live through visits to the nursery by different community members.

Children's specific needs are met because staff understand and can implement the code of practice. The special needs coordinator works with parents and other professionals as necessary.

Children understand responsible behaviour and learn about expected boundaries because staff are able to implement effective strategies which enable children to feel secure and know right from wrong. Children are polite when asking for things, learning to say please and thank you. Staff use praise and encouragement

consistently and act as good role models as they sit with children at snack times and during whole group sessions.

Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents are provided with clear information at time of registration with relation to the care and education the nursery offers. Parents are provided with information as to the progress their children are making as they share children's records of development. Plans are on view for parents to see so they know what is happening on a regular basis. Parents are given invitations to participate in special events, for example, for the visit of Zulu Warriors.

Organisation

The organisation is good.

The organisation of the setting is pro-active in ensuring children are cared for by well qualified and suitable staff. Recruitment and vetting procedures are firmly established and contribute to children being cared for by staff with good knowledge and understanding of child development. An effective induction procedure enables staff to become fully aware of the operational plan, policies and procedures. A high ratio of adults to children ensures they are well supported in their learning and play. Staff deployment is clear and good teamwork encouraged amongst staff. An appraisal system is currently being formalised and professional development needs are identified.

All records are readily available and well organised. Registers show staff and children present. The policies and procedures of the nursery work well in practice to promote children's health, safety, enjoyment, achievements and the ability to make a positive contribution. Children are developing good relationships with adults and each other in a setting which works with parents and carers to meet individual children's needs.

The leadership and management is good. The manager has a clear vision for providing good quality nursery education, and works with staff to establish a well organised environment in which children can make progress. Some opportunities are identified to monitor the provision. However, this is not consistent or linked to future development.

Overall, children's needs are met.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure children have access to water at all times during the sessions
- ensure all records pertaining to accidents, incidents and children's medication maintain confidentiality
- develop the use of the outdoor provision to meet the needs of children in all areas of development.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further develop planning processes to ensure they identify all aspects of each area of learning, are linked to assessment and enable children's next steps of learning to be identified
- develop a rigorous system to monitor the quality of education provided.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk