

# The Townsend Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	223603
<b>Inspection date</b>	24/03/2009
<b>Inspector</b>	Josephine Mary Hammick
<b>Setting address</b>	Stretton Grandison, Ledbury, Herefordshire, HR8 2TS
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<b>Type of setting</b>	Childcare on non-domestic premises

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

## Description of the setting

The Townsend Nursery is privately owned and registered on the Early Years Register. It opened in 1999 and operates from three rooms, spread over two floors. It is situated in a rural location midway between Ledbury and Hereford. A maximum of 19 children may attend the nursery at any one time. There are currently 25 children on roll and of these, 15 are in receipt of funding for nursery education. The nursery is open on Monday and Thursday from 09.30 to 12.30 and on Tuesday and Wednesday from 09.30 to 15.00, during term time only. All children have access to a secure enclosed outdoor play area. The premises are accessible via a level gravel pathway from the car park. Two playrooms and second bathroom are accessed via stairs to the first floor.

Children attend mainly from the local area with some also attending from considerable distances away. The nursery is able to support children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs three staff who work alongside the owner. The proprietor is a qualified early years teacher and all other staff members hold appropriate early years qualifications to Level 3. The nursery is supported by a mentor teacher from the Local Authority. The owner is a member of the local early years partnership.

## Overall effectiveness of the early years provision

Overall, the nursery provides outstanding care for children. Children play happily and flourish in this effective setting. Practitioners include all children and the diversity of the provision encourages children's understanding of the wider world. All children are warmly welcomed into the setting and their individual needs are successfully met. All practitioners work with great enthusiasm and make excellent use of self-evaluation to continually develop their practice.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure the environment contains resources which are well maintained and stored to ensure sufficient space for free movement and widespread activities.

## The leadership and management of the early years provision

A well thought out and regularly updated set of written policies and procedures guide the practitioners in their daily practice and record-keeping is up-to-date and well maintained. The provision is effectively organised so that children can develop

their independence and they make excellent progress. The staff team attend training regularly to ensure they have the most current knowledge for the benefit of the children in their care. For example, all staff have completed Early Years Foundation Stage (EYFS) training in order to effectively implement the framework. The whole team are involved in highly efficient self-evaluation to identify strengths and address any areas for development. All work hard to maintain high standards of care and learning that take account of children's individual experiences at home and at other provisions. Well established links have been initiated with other providers.

Key Workers develop excellent partnerships with parents and other carers. They provide a wealth of useful information about the care on offer. Parents are encouraged to share what they know about their children before they start and throughout the children's time in the nursery. Parents are encouraged to make comments in their child's learning files, or less formally when the children arrive or go home. A variety of information is displayed on the notice board in the entrance hallway, such as the planning for the term and information about the EYFS. There is also a blackboard recording the highlights of the day so that parents know immediately what their children have been enjoying.

Practitioners take action to ensure the children's safety in the nursery and on outings at all times. Regular risk assessments are completed and recorded, as well as individual ones carried out for specific activities, particularly associated with the Forest School projects. Twice daily safety checks are carried out before the children arrive and before they go outside. All staff have an excellent understanding of safeguarding issues and know the procedures to follow if they have concerns about a child in their care. They have accessed and completed up-to-date child protection training.

## **The quality and standards of the early years provision**

Children learn effectively in this supportive environment. Practitioners takes time to interact enthusiastically with the children and reinforce their language skills by introducing new words. For example, older and younger children are split into two groups at certain times of the day to consolidate their understanding of phonics. The older children sit in a group and confidently identify objects, today beginning with the letter 'E'. Younger children enjoy the 'phonics bag', where they call out the initial letter of each object pulled out. All children enjoy a wide range of activities that cover all six areas of learning, for example, making large papier-mâché animals, using the computer with skill and dexterity and taking part in forest school activities in a nearby forest. This is a weekly occurrence whatever the weather. Children wear waterproof clothing and Wellington boots and relish being out in the fresh air. They search for insects, track animals, identify birds and plants and make dens or mud huts. Items of curiosity are brought back into the nursery and incorporated into further activities to inspire the children and stimulate learning. Staff continually use lots of praise and encouragement to develop children's self-esteem and confidence.

Children help themselves to an excellent range of high quality resources that are

stored within easy reach. Practitioners are highly motivated and have lots of ideas to bring activities to life to inspire curiosity and extend learning. However, because the ground floor area has very limited space, storage shelving and boxes take up a lot of the room, making it appear cluttered. Children have little room to move freely. Wall displays are bright and informative, promoting positive examples of inclusion, number and the written word. However, some have become shabby and worn and do not inspire new interest. Children benefit from an array of interesting outings to local facilities, such as a neighbouring school to take part in their music session, the theatre, and to local farms to see the lambs. Detailed observations and assessments assist staff when thinking about suitable individual activities for children. Children learn to acknowledge the needs of others through activities such as collecting for a nursery school in Africa, and they know how to share and take turns. Parents are kept informed of children's activities and progress through the excellent learning journeys, the daily blackboard and parents' notice board.

Clear emergency evacuation procedures are in place and fire exits are clearly marked to assist children when they are learning how to keep themselves safe. Children know to adhere to the house rules and this contributes to their safety. They contribute to risk assessments for their forest school sessions in the woods. During discussion they suggest items for the safety checklist such as to be careful of overhanging branches and looking out for poisonous plants and fungi.

All children are welcomed into this multicultural provision and the provider is proactive in ensuring children's individual needs are superbly met. Children are provided with healthy, freshly prepared foods at snack time that take account of specific dietary requirements. For example, children sometimes bake bread, prepare their own fruit and pick apples to press juice to drink from the farm orchard. Children wash their hands whenever necessary and they learn good hygiene practices throughout the daily routine. For example, they learn the importance of using tissues and disposing of them hygienically through consistent reminders and visual prompts.

The provider employs suitable strategies, that take account of children's ages and stages of development, to manage unwanted behaviour. For example, children respond immediately when 'Mrs Baa' the glove puppet appears following a confrontation between two children at circle time. Mrs Baa tells the provider that she noticed someone being unkind and not sitting nicely. The focus of attention immediately changes successfully and all settle quickly. Children play and learn happily and are keen to attend. The provider and team clearly enjoy their role and this is reflected in the high quality of the provision.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection

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.