

Alcester Nursery Studio Ltd

Inspection report for early years provision

Unique reference number 591005
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Inspector Janette Elizabeth Owen

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Type of setting 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).

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.

Description of the setting

Alcester Nursery Studio Limited opened in 2001 at these premises and was previously registered at another address since 1985. It is situated in a studio portable building within the grounds of the Greig Memorial Hall in the market town of Alcester. Children have access to an enclosed outdoor play area and a non secure play area which is used of Forest School type activities. The nursery opens from 08.00 to 17.30, Monday to Friday term time.

The nursery is registered to provide care for a maximum of 45 children at any one time. There are currently 83 children in the Early Years age range. The nursery is in receipt of funding for early education. The nursery currently supports a number of children with learning difficulties and/or disabilities and also has procedures to support children who speak English as an additional language. The nursery offers a before and after school service delivering and collecting children from local schools for children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The nursery employs nine members of staff. Of these, seven including the manager hold appropriate early years qualifications. The nursery has completed the quality assurance scheme 'Aiming for Quality'. The nursery is a member of the Pre-school Learning Alliance and receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children develop behaviour appropriate to good learners and enjoy an extensive programme of activities both indoors and outside that support their learning and development extremely well. Detailed records, policies and procedures are routed in good practice, mostly in line with requirements and ensure children's welfare is given high regard. Staff demonstrate an excellent understanding of the needs of individual children, their practice is inclusive and very good provision is made for children who have specific learning difficulties and disabilities. The partnerships between the nursery, parents and other agencies are highly effective in ensuring children's needs are met. The management and staff team have an accurate understanding of the strengths and weaknesses of the provision and take effective steps to improve outcomes for children.

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 risk assessments are reviewed regularly and more frequently where the need arises, this relates specifically to the outside play areas
- develop further systems to regularly share children's development and learning records and any other relevant information with practitioners from

each setting a child attends.

The leadership and management of the early years provision

The nursery is lead and managed exceedingly well. Staff are very well supported and their professional development encouraged enabling them to fulfil their roles and responsibilities to a high degree. They have an excellent understanding of the Early Years Foundation Stage (EYFS) and use their knowledge and expertise to enrich children's learning which enables them to make rapid progress towards the early learning goals. Staff organise the day well; there is a good balance between adult- directed and child-initiated activities. This allows children sufficient time to explore ideas for themselves, to become active learners, who are self-motivated and eager to learn.

Staff make effective use of detailed policies and procedures to ensure the welfare of the children is protected. The educational plans reflect the high standards expected to ensure the learning and development of all children is fully supported. All children and their families are welcomed. The staff work hard to ensure all children are integrated and enjoy their time at the nursery and make as much progress as possible. Support for children with learning difficulties and/or disabilities and those who speak English as an additional is clearly routed in very good practice and understanding. There are good links with other agencies that provide advice and support. Training has also been accessed to enable the development of boys to be better understood. Staff make very good use of this training when planning activities ensuring that more activities to stimulate the interest of the boys are included. If areas of learning are identified as not being accessed such as the writing table, staff then introduce practical opportunities for children to use writing materials for a purpose such as making and labelling seed packets in the garden centre activity.

There are exemplary arrangements to ensure partnerships with parents are very well established. The integral part parents play in their child's learning, development and welfare is respected. Parents are provided with a wealth of useful information on the provision, the educational programme as well as advice and support information. Parents are well-informed about their children's welfare, achievements and progress and are able to discuss any concerns with their child's key person or manager. They are encouraged to contribute information to their child's development folders. This enables staff to use information more effectively and to learn more about each child's interests and abilities. Children are able to continue their learning at home because parents are well informed of what their child is doing. Children are also able to take books home; sharing their enjoyment of books with their family. Although links exist with other setting children attend these are not yet fully effective in ensuring information on children's development and learning records and any other relevant information is shared to ensure a consistent approach is implemented.

Children's welfare is given a high priority. There are robust procedures to ensure children are secure and that their health and wellbeing is managed effectively.

Healthy eating and the importance of maintaining a healthy body is encouraged through activities and visits from the dental nurse. Most safety procedures are implemented effectively to ensure the safety of the children. However, some daily checks and risk assessments relating to the outdoor play space are not carefully and accurately carried out and details recorded. Procedures to protect children from harm or neglect are clearly understood by all staff who follow Local Safeguarding Children Board guidelines. Recruitment and vetting procedures are effective in establishing the suitability of any persons working with the children.

The provision is monitored effectively to ensure the quality of care and children's development remains high. The self-evaluation process includes the views of parents and staff and also those of children where practical. The setting has identified the strengths of the provision and what steps are to be taken to improve outcomes for children further and bring about sustained improvements to the early years provision. The setting has addressed previous recommendation made resulting in children's welfare and safety being improved.

The quality and standards of the early years provision

Children have excellent opportunities to learn and develop and make rapid progress towards the early learning goals. They are provided with a wealth of activities and good quality resources which are used effectively by staff to create a stimulating environment where children are able to acquire new skills and understanding. Children are familiar with the days routine, this enables them to settle well to activities and develop good dispositions and attitudes towards their learning. They are able to participate in purposeful play and exploration indoors and outside. The outside play space is creatively set up with opportunities for children to extend their learning across all areas. For example children explore and investigate living things in the conservation area; engage in physical play using the apparatus and wheeled toys or use their imagination and creativity in role-play or music. Children visit a local Forest School where their confidence and independence is promoted through challenging activities. They learn about the natural environment and the plants and animals that inhabit it. A recently acquired piece of land adjoining the nursery is used to enable children to extend activities from the Forest School on a regular basis. Children use their den building skills, creating a structure with sticks and a tarpaulin. They are learning about designing and construction and getting lots of fresh air and physical exercise.

Children select many activities for themselves. There is a good balance of adult directed and child initiated activities. Staff are skilled in understanding when to intervene to extend children's play by asking open questions or introducing new ideas and when to allow children to develop ideas for themselves. Priority given to developing the social skills and independence with the younger children. The staff understand this is important to the development of the younger children; helping them to share, play together and develop independence through routines such as toileting and hand washing. Information gathered from parents' and ongoing observations enable staff to plan activities using children's interests and the identified next steps in their learning. Ongoing detailed observations are carried out to enable staff to assess the progress children are making. Targets are set for

each individual child which means that their progress is matched to their ability and stage of development.

The nursery involves people from the community to enrich the experiences provided. Visits from the local community police, ambulance and fire-fighters help to inform the children about the wider community in which they live and develop their understanding of how to keep themselves safe. Children use books, clothes and other resource material and activities such as food tasting to enable them to develop their understanding of other cultures and beliefs. Information and communication technology equipment (ICT) such as computers are eagerly accessed by the children. Most children competently use simple computer programmes, reinforcing their use of and understanding of numeracy, colour and shape recognition. Opportunities for children to use their emergent writing and understanding of numbers are consistently included in activities. For example children learn to count money in the role play area and later extend the activity when they go to the local shop to buy provisions.

Children's confidence and self-esteem is exceedingly well promoted. They are rewarded with medallions when they have been kind, busy or achieved in a task. They are developing their sense of achievement and belonging as photographs of their achievements at home are displayed in the reading area and discussed at 'mat time'. Strategies to promote good behaviour work well, children are learning right from wrong and consultation with parents on specific incidents enable a consistent approach to managing behaviour to be used. They receive lots of praise and encouragement for their achievements which has a positive impact on their behaviour; children are valued and nurtured by caring staff.

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

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

Leadership and management

| | |
|---|---|
| How effectively is provision in the Early Years Foundation Stage led and managed? | 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? | 2 |

Quality and standards

| | |
|---|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 1 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 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

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

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 has been one complaint since the last inspection.

On the 14th June 2008 concerns were raised about children's safety and the supervision of children. This relates to National Standard 2 Organisation, National Standard 6 Safety and National Standard 7 Health. Ofsted asked the provider to investigate and report back in writing. The provider reported back that they have taken action and stopped the practice of children making hot snacks and the registration for entering and leaving procedure has been changed. Ofsted is satisfied the provider has taken appropriate steps to address the concerns. The registered provider continues to be qualified for 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.