

# Rexton House Nursey School

Inspection report for early years provision

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<b>Inspection date</b>	06/10/2010
<b>Inspector</b>	Susan Ennis

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<b>Type of setting</b>	Childcare on non-domestic premises

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## 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*.

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## Description of the setting

Rexton House Nursery School registered in 2010, and is one of four partner nurseries offering care and education within the Hertsmere area. It operates from St. Wilfred's Hall on the site of The Church of the Good Shepherd in Shenley, Hertfordshire. Children have access to one main room and a secure, enclosed outside play area. There are two accessible entrances to the premises and the outside areas can be accessed down a number of steps or sloping grassed area. The setting has no pets.

The nursery school is registered on the Early Years Register. A maximum of 30 children may attend the setting at any one time and there are currently 28 children on roll ranging from two years to under five years. The nursery is open each weekday from 9:30am to 12:30pm, term-time only. There are extended sessions until 2pm on Tuesdays and Thursdays. Children attend for a variety of sessions. The nursery receives funding for the provision of free early education to children aged three and four. It also offers care to children with special educational needs and/or disabilities and to those who speak English as an additional language.

The nursery employs six full-time and three part-time members of staff. All of the staff, including the manager, hold appropriate early years qualifications. The owners and registered individuals, one of whom holds Early Years Professional Status, take an active roll in the running of the nursery. The setting receives support from the Hertfordshire Early Years development team.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff create a welcoming, secure and safe environment in which children feel confident to explore the good range of activities provided. Planning is flexible, taking into account children's individual needs and enabling them to make good progress in their learning and development. The nursery builds trusting relationships with parents and carers and keeps them effectively involved and informed about their children's welfare and the running of the setting.

Senior staff lead a culture of reflective practice, where all staff are committed to working together to continually monitor the nursery and improve the outcomes for all children.

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

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

- develop further the use of initial assessments to more effectively identify children's starting points and to plan for their progression
- develop further the use of reflective practice to include all users of the

setting.

## **The effectiveness of leadership and management of the early years provision**

The effective implementation of the nursery's practical policies supports the daily running of the setting and helps to ensure that children are offered a safe and secure environment. Good staff knowledge and clear procedures relating to safeguarding children ensure that their welfare is promoted and that they are protected at all times. There are robust procedures for checking staff suitability and a supported program of training further increases their childcare knowledge. Staff are also very vigilant about monitoring the environment. For example, they ensure that the children and activities are fully supervised at all times and when children spill water on the floor, it is immediately covered with chairs until it can be cleaned up, preventing anyone from slipping on it. Children are able to move confidently around the nursery because staff take consistent steps, including daily safety checks of the areas used by the children and regular risk assessments, to minimise the hazards. They also ensure that children are protected when on outings. For example, when pathways are narrow children are encouraged to hold onto a long rope, one in front of the other, as they walk along the road. Adults are then placed adjacent to the road protecting the children from oncoming traffic or hazards.

Staff show a genuine desire to promote the best care and opportunities for children and are committed to sustainability. They have implemented some changes since registration, such as introducing a mix of casual and more formal snack times into the session to develop children's free choice and interaction with the staff and each other. They continually monitor the setting through discussion at team meetings and completion of the self-evaluation form. However, as reflective practice does not regularly include parents and users of the nursery, their views are not consistently fed into future planning and development.

Effective links with parents, carers and other providers positively promotes continuity of care and education for all children. Parents are kept well informed about their children's development and are included in their progress. For example, they are encouraged to contribute items for the themed topic and to discuss their children's time at the nursery by looking through their activity folders brought home every week. They are also invited to participate in events such as a 'French Breakfast' where they enjoy croissants and drinks whilst listening to their children's lesson in French. The nursery is also developing relationships with the other settings attended by the children. They pass on their learning profiles when children move up to school and encourage the reception teachers to visit the nursery to meet the children beforehand.

Children's individual development is well promoted because the nursery has effective procedures in place to support, monitor and evaluate their progress. The positive range of resources is well used and the inclusive, child-friendly environment is conducive to children's learning. For example, child-sized tables and chairs ensure that children can sit comfortably whilst they play and low-level

storage enables them to self-select what to play with. They are also developing their independence as they choose whether or not to play outside ensuring that they have their coats on first if needed.

The nursery effectively and actively promotes equality and diversity enabling them to offer a service that is inclusive for all children and families. Staff work closely with the parents to ensure that they understand each child's background, needs and beliefs. For example, they ask parents if there are any festivals that they would like them to celebrate with the children and ensure that they know a few familiar words in a child's home language to help them feel secure and settled. The nursery helps the children understand about the society and world in which they live, by, for example including them in celebrations of the Jewish Festival of Sukot. The children visited the local school where they saw the Sukkah, a three sided building made of twigs and leaves. The children brought bags of fruit with them which they hung in the Sukkah and later collected leaves to make pictures of what they had seen.

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

Children are offered interesting and stimulating opportunities to help them progress and develop across all the areas of learning. Information is gained from parents about children's home lives, siblings and their likes and dislikes. However, as little information is recorded about children's developmental starting points this information cannot be fed into initial assessments or planning for their further progress. Staff record children's attainments by observing them through a good range of adult-led and child-initiated activities and then assessing their progress. Staff know the children very well and use this information, together with their observations, to plan for the children's next steps effectively promoting their development.

Children's learning is positively encouraged through use of spontaneous and organised activities and themed topics help give a focus to the activities. For example, a bug hunt takes place whilst thinking about mini beasts and children use their pencil and cutting skills to make leaves for a beanstalk, when talking about fairy tales and 'Jack and the Beanstalk'. One activity that is enthusiastically enjoyed by the children and staff is the weekly music session. They start the session by sitting in a circle and singing the 'welcome everybody' song. They develop their language and sense of rhythm as they are encouraged to move their hands high and low to the music and then jog around the park. Children's knowledge and understanding of the natural world is developed as they are encouraged to think about the sound of wind and then to make the sound themselves. They talk about leaves fluttering in the breeze and count them as they drop to the ground. Their sharing and turn taking skills are encouraged as they divide into small groups and take turns to play instruments such as tambourines, shakers and bells. They then rejoin as a group and use scarves to act out the movement of leaves, waving them in the air and down to the ground, extending their physical and creative skills as they do so. The session ends with them

experimenting with use of their voices to make high and low sounds and learning that when a green card is held up, they can carry on, but when the red card is shown they must stop. During the whole activity children are continually praised for their efforts building their confidence and self-esteem.

Children enjoy their time at the nursery, forging friendly relationships with the staff and each other. Children are also learning to be supportive of each other, for example, encouraging another child with their painting by showing them how the paint brush can move from the top of the easel to the bottom, whilst placing a reassuring arm on their back throughout the whole explanation. Children's behaviour is good, as they learn the consequences of their behaviour by, for example, offering an apology to their friend when they momentarily become too physical. They are also following the positive role modelling practised by the staff and listen very well when given instruction such as at tidy up time.

Children's health and welfare is effectively promoted as staff take active steps to minimise the spread of infection and develop children's understanding of a healthy lifestyle. Children know to wash their hands before snack and staff wear aprons and gloves to serve the food, promoting good hygiene practice. Children enjoy a variety of different fruit and vegetables for snack, demonstrating their delight by showing staff that juice can be squeezed from an orange segment straight onto a piece of apple, to make it taste better. They are also learning where food comes from as they take great delight in watering their radish seeds and looking to see how much they have grown. Children are becoming aware of their own safety as they are, for example, encouraged to carry their chair correctly and to sit on a chair that is more age-appropriate for their height and weight.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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