

The Village Nursery

Inspection report for early years provision

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Inspector Alison Kaplonek

Setting address Petersfield Road, Greatham, Hampshire, GU33 6AS

Telephone number 01420 538893

Email

Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

The Village Nursery School opened under a new owner in September 2002. It is situated in the rural area of Greatham, near Petersfield, and serves the surrounding areas of Greatham. The nursery operates from the village hall and has sole use of this building. Children have access to an enclosed outside play area. A maximum of 50 children may attend at any one time. The nursery is registered on the Early Years Register and is open Monday to Thursday 8.30am to 3.00pm and Friday 8.30am to 12.00noon during term time only. Children attend on a full time and sessional basis.

There are currently 73 children on roll. Of these, 59 receive funding for nursery education. The owner is a qualified early years practitioner and sometime works in the group. In addition, eight staff work directly with the children, six of whom are qualified. The setting supports children with special educational needs and/or disabilities and those who are learning English as an additional language. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall, children enjoy excellent experiences within an extremely well organised and varied environment. The nursery staff embrace every child who attends and children demonstrate high levels of confidence and an enthusiasm to learn. They take part in a substantial range of enjoyable and stimulating learning experiences and make excellent progress. Successful use of inclusive practice ensures the needs of all children are extremely well met. Good reflective practise and efficient communication between management and staff ensures continual improvements are made in every aspect of children's care and learning.

What steps need to be taken to improve provision further?

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

- formalise the system of self-evaluation to identify the setting's strengths and priorities for development that will further improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

An extremely comprehensive range of clear policies and successfully implemented procedures ensures children's needs are exceedingly well met and that they are

fully safeguarded. All staff have an exceptional awareness of safeguarding issues and quickly and efficiently act on any concerns they may have regarding the children in their care. Effective systems are in place to ensure that all staff are suitably qualified and appropriately vetted to ensure children's safety. The managers and staff work very closely together to ensure that the setting is organised effectively and that records are completed quickly and accurately. This results in an efficient and professional approach to the organisation of the nursery day. Staff are extremely clear about their roles and responsibilities, for example, which member of staff will supervise the outside area, prepare the snack or support children completing the adult led activities. As a consequence, children feel very secure and develop high levels of self-esteem.

The nursery welcomes all children and is able to provide exceptional support for children with special educational needs and/or disabilities and those who are learning English as an additional language. Effective multi-agency working, the sharing of information with parents and the uptake of training opportunities ensures outstanding outcomes for all children. Parents are provided with a considerable range of information about the nursery, their child's progress, local community events and other support networks within the area. They are welcomed in to the nursery to settle their children or to volunteer to help during a session. Management and staff deploy the extensive range of resources effectively to enable all children to take part in all activities. They carry out informal reflection and self-evaluation of what they do well and what needs to improve.

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

Children play and learn in an exciting, stimulating and productive environment. All children have easy access to the high quality play resources and benefit from opportunities to 'free flow' between the indoor and outside environments. They relish their outdoor play in the varied and extensive garden area, enthusiastically making up their own games or developing their already very good physical skills on the comprehensive range of equipment. Experienced staff understand that some children prefer to be outdoor learners and so they include a full range of interesting learning opportunities outside, such as sand and water play, paper and writing materials or construction and small world play. Children enjoy planting carrot seeds or finding bugs which they can then look at under the microscope. They count how many legs the spider has or talk about what they will need to do to help the carrots to grow.

Children settle extremely well and quickly learn the routines of the day. They benefit from effective strategies such as the use of a large sand timer which encourages sharing and turn taking. All children play enthusiastically and purposefully, confidently making choices as they move between each of the clearly defined learning areas. They are beginning to learn to interact well with both adults and their peers and benefit from the support provided by staff who are excellent role models. Those children with English as an additional language or any particular needs are also fully included in activities.

Most children thoroughly enjoy the full range of activities and join in with enthusiasm. Children who find it less easy to concentrate or join in are well supported by staff and provided with alternative activities. Children confidently use a range of mark making materials such as chalks, highlighters, crayons or paint brushes. They know that marks have meaning and many older children can already write their names. Younger children enjoy making marks on the concrete outside with water and paint brushes. Children's physical development is given excellent emphasis and they eagerly join in the dancing sessions, jumping, hopping and clapping their hands. Children behave extremely well and are polite and kind to both their peers and adults. They all respond well to the frequent praise and encouragement they receive from staff. Children learn to value themselves and respect differences in others as they talk about how other children live or learn about festivals celebrated in other countries.

All staff complete effective observations and assessments of every child's achievements and these are well organised in individual learning folders. These assessments are used to plan clear individual learning targets for each child and are linked to the Early Years Foundation Stage curriculum, ensuring that all children are making extremely good progress and are well equipped with the skills that will help them in the future. The continuous curriculum available every day and the weekly planning of extra focused activities ensures a comprehensive range of both child-led and adult-led learning takes place. Children excitedly share their folders with their friends, staff and parents and enjoy talking about what they have enjoyed or achieved.

Children have excellent opportunities to learn about keeping themselves healthy, for example, as they follow clear hygiene routines when visiting the toilets or talk about protecting themselves from the sun when playing outside in warm weather. They frequently and confidently help themselves to the drinking water which is constantly available. Healthy eating is actively encouraged and parents are requested to provide their children with healthy lunch boxes. Children have many opportunities to try different types of fresh fruit and vegetables at snack time. When they learn about how children live in different countries they are encouraged to try more unusual foods such as noodles. Children learn to keep themselves safe as they talk about using equipment safely. They learn to challenge themselves and to learn new skills while also being aware of their own safety. All children and staff frequently practise the evacuation procedure to ensure that they can leave the building quickly and safely.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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