

The Old School Henstead

Inspection report for early years provision

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Inspector

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Type of setting

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

The nursery at The Old School, Henstead was registered in 2010. It meets in a purposely adapted building at The Old School, Henstead, Suffolk. Children have access to a fully enclosed outdoor play area. The nursery is accessible to all children.

A maximum of 12 children may attend the nursery at any one time all of whom may be on the Early Years Register. There are currently 19 children attending who are within the Early Years Foundation Stage. The nursery is open from Monday to Friday during school term time. The nursery is open from 8.30am until 5.30pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years register. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs five staff who work directly with the children. All hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development is fully supported by the highly motivated staff, ensuring that their individual learning needs can be met. There are clear aims and objectives for children's learning and practice is regularly reviewed to ensure that continuous improvement is maintained. Staff are fully supported in their training and development, so that practice in the nursery continues to provide positive outcomes for all children who attend. Partnerships between staff, parents and other practitioner's works excellently in practice to ensure children make good progress in their learning and development. There are a range of policies and procedures in place to support practice and ensure that most areas of children's safety is fully supported.

What steps need to be taken to improve provision further?

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

- ensure that evacuation drills are carried out more often and details recorded of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

There are clear procedures in place for staff to follow regarding safeguarding children to ensure that their welfare is effectively promoted. All staff have a good understanding of their responsibilities so that maintaining children's welfare remains a high priority. Clear risk assessments ensure that all areas are safe for children to access. The daily check list for setting up ensures that safety is maintained and monitored, enhancing children's welfare. Procedures for emergency evacuation are displayed and all staff know their responsibilities to promote children's safety. However, fire evacuation procedures need to be practised more often to ensure children's understanding on safety is effectively promoted. Staff complete clear written risk assessments before children are taken on outings to ensure that their safety is fully enhanced.

Partnerships with parents are highly effective. They are kept fully informed about their child's learning and development through daily verbal feedback. Children's learning journey records are sent home to parents each half-term and enables them to view and contribute comments regularly about their children's interests and learning. This also helps to keep the staff updated with any changes in the children's learning and development. Parents are kept informed about the provision through the notice board, regular newsletters and copies of the nursery's policies and procedures. The weekly plans are displayed and show the range of activities children participate in throughout the week. This helps to keep parents updated on what their children are learning each day. The nursery has regular open days, where parents can come in to look round the nursery, view their child's learning journey records and talk to staff about their progress. Parents have completed questionnaires giving positive feedback to help the nursery in making continued improvements to their practice to benefit children. The nursery has in place clear procedures to exchange information with other settings children attend through a written diary system. The reception teachers from the school come in to meet the children and they have regular visits to the school. This helps children to develop relationships and familiarise themselves with their new surroundings, to ensure that they feel settled and are fully supported with transitions. Parents can support their children's early education further through joining the parent teacher friends association. This gives them the opportunity to discuss areas for improvement at meetings and to help with fundraising to further enhance provision within the nursery.

Since registration the nursery has secured funding to develop the outside play area. This has now been extended and includes large play equipment, willow tunnels and a canopy to allow children to play outside in all weathers. Practice is discussed and evaluated through regular staff meetings to ensure that continuous improvement is maintained. The weekly plans and adult focused activity are evaluated and areas to enhance children's learning are clearly identified to ensure that they continue to make good progress in their learning. Staff are fully supported in attending further training to enhance their knowledge and to benefit children's learning and development.

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

Children are provided with a range of foods for snacks and meals to promote their health. Hot meals at lunch time are prepared by the school cooks and staff ensure that children's individual dietary needs are fully met. Parents are free to provide their own food to meet their children's own individual dietary needs and staff ensure that this is stored correctly. Staff ensure that all children's health and medical needs are fully supported through the range of clear policies and procedures they have in place. Free access to the outside play area ensures that children are developing an excellent understanding on how to keep themselves healthy through regular exercise and fresh air. Children have access to large equipment in the secure, enclosed outside play area, where they can climb, slide, crawl, jump and balance to effectively support their physical development. Children have developed an excellent understanding on personal hygiene routines as they know that they need to wash their hands before eating and after using the toilet.

Children's self esteem and confidence is supported as they each take a turn to be a special helper and hand out plates and food at snack. Children have excellent self care skills as they manage their own toileting needs and they pour their own drinks at snack time. Designated staff hold additional qualifications so that children's individual learning needs can be identified and fully supported. Children learn about the wider world and other cultures and beliefs through a range of activities throughout the year. Where English is a second language, staff seek support from the children's parents to obtain words in their home language to display around the setting. Festivals around children's own backgrounds and beliefs are also celebrated within the nursery. This ensures that children are able to learn about their own, and the heritage of others. Children are able to self-select resources that meet their individual interests as they are stored at a low level. Children are learning expected codes of behaviour, as they display good manners to each other and staff during the sessions. They are encouraged to help tidy away resources at the end of a session. This helps children to learn respect for their environment and how to care for their resources.

Children enjoy looking at books and listening to stories read to them by staff which helps to promote their interest in literacy. Some children can recognise the letters in their names when discussing the days of the week, staff sound out each letter to help children link the sounds to letters to support their early reading skills. Staff ask the children questions and give them instructions to follow. This promotes children's thinking skills and develops their understanding around communication. Children develop their understanding on their environment as they learn about the life cycle of a frog and have planted salad greens and care for them by watering them. Children enjoy singing songs and rhymes from memory to support their speech and language development well. Children have opportunities to paint, colour and draw both in and outside to support their dexterity and early writing skills. There is a wide range of resources in place to help children learn about diversity and the beliefs of others.

Staff undertake regular observations on children's individual interests and the next steps in their learning have been clearly identified. Children's individual interests and learning needs are incorporated into the weekly plans to ensure that they are able to make good progress in their learning. Plans show both adult and child-initiated activities. These are evaluated to ensure that the learning outcomes have been achieved and include areas for future learning to support children's continued progress. The learning journey records link the observations undertaken by staff to the six areas of learning to reflect that children are receiving a broad and balanced curriculum to support their all round learning. Staff prepare a written report on children's progress at the end of each term which is shared with parents.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
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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