



Cheverell Old School Nursery

Inspection report for early years provision

Unique Reference Number	146060
Inspection date	07 July 2006
Inspector	Nikki Whinton
Setting Address	The Old School, High Street, Great Cheverell, Devizes, Wiltshire, SN10 5XZ
Telephone number	01380 812418
E-mail	
Registered person	Rhona Welham
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Cheverell Old School Nursery opened in 1991. It operates from the former village school premises in Great Cheverell, near Devizes, in Wiltshire. The nursery serves the surrounding villages and rural areas. A maximum of 34 children may attend the setting at any one time. The nursery opens five days a week during school term times. Children can attend from 08.30 until 15.15 each day. All children share access to a secure enclosed outdoor play area.

There are currently 63 children aged from two to under five years on roll. Of these, 47 children receive funding for early education. Children attend for a variety of sessions. The nursery currently supports a number of children with learning difficulties and /or disabilities.

The nursery employs six members of staff. All hold appropriate early years qualifications. The setting has Investors in People, Investors in Children and Effective Early Learning Programme awards.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children lead a healthy lifestyle whilst in the provision. They have daily chances for fresh air and exercise within the nursery's fully enclosed play areas. In addition, they have the opportunity to take part in regularly planned physical education sessions and to learn about the effects of exercise on their bodies. During these activities children develop their physical abilities whilst involved in topic-based exercises that improve skills including movement, spatial awareness, balancing and throwing. Children improve their fine muscle control and coordination through the safe handling of a varied range of tools, including the computer mouse, scissors and rulers.

Children increase their understanding of healthy eating through topic work and the wide range of nutritious snacks they enjoy whilst in the provision. Dietary needs and preferences are discussed with parents prior to a child commencing in the setting. Any individual requirements are recorded and accommodated. Children are encouraged to try new foods and thus extend their awareness of food tastes. They consume snack foods in sufficient quantities to meet their differing needs. However, whilst children are able to help themselves to drinking water in the main classroom, they are not actively encouraged to drink water throughout the day. As a result, children may not always be drinking water in sufficient quantities to meet their varying requirements.

Children benefit from the staff's secure knowledge of first aid and their awareness of the correct administrative procedures to be followed if accidents occur or children require medication. All required documentation is in place to support children's good health. Children develop their awareness of good hygiene practices as part of the daily routine. For example, they hygienically dispose of tissues after use and are aware of the need to wash their hands prior to eating or after toileting. However, hand washing and drying procedures are not consistently hygienic, with children sharing bowls of water after toileting and a hand towel sometimes replacing individual paper towels. As a result, children health is at risk.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play and relax within premises that are secure, clean, and well-maintained.

Children's labelled artwork is carefully displayed throughout the provision, which helps to create a warm and welcoming environment for children, parents and carers. Children are able to visit the toilets independently, which helps them to increase their confidence and sense of belonging within the setting. They are starting to share responsibility for their safety through meaningful activities including taking part in emergency evacuation drills and helping to tidy away resources, thus reducing the risk of trip hazards. Children benefit from the staff's good understanding of safety issues. For example, regular written assessments are completed, hazardous materials are inaccessible to children and staff are well deployed to support children's safety.

Children self-select from a wide range of clean, well-maintained resources. They benefit from the staff's clear understanding of safety issues regarding the purchase and on going maintenance of equipment. As a result, children are able to play with toys that are safe and suitable.

Children's welfare is supported by staff that have an understanding of child protection issues. There are appropriate arrangements in place for making parents aware of the provider's responsibilities prior to a child commencing in the setting. However, staff are not able to easily access the written procedures to be followed if concerned about a child, in the event of an emergency.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident, very enthusiastic and highly motivated to learn. They enter the provision eagerly, separate easily from their main carer and interact immediately with the welcoming staff. They make independent choices regarding the activities and resources they wish to investigate. For example, some children decide to explore construction materials whilst others choose to play with small world resources. Children are consistently well occupied. They are familiar with the setting's routines, demonstrate good self control and are able to sit quietly and concentrate, such as when listening to a story or whilst involved in a music session. Children demonstrate good social skills, interacting positively with the consistent staffing team and their peer group. They benefit from the staff knowing them very well and having a good understanding of their home circumstances. Children negotiate well with their peers, are able to share resources successfully and to take turns, such as when using the computer. They are learning to be independent and to develop their self-care skills through activities, including changing for physical education sessions, taking turns to be the register monitor and helping to clean tables after meals. Children speak confidently in a familiar group and are learning to listen to others, for example, during news time.

Activities are planned separately for the youngest children in the setting, using the Birth to three Matters framework. Regular written observations and assessments are completed on the children, which are used by staff to plan for their future progress. Children have the chance to play and interact with their older peers, for example, during outdoor play or snack times. These opportunities help the children to develop

their confidence and self-assurance within the nursery.

Nursery Education

The quality of teaching and learning is good. The staff have a secure knowledge and understanding of the Foundation Stage. They work extremely effectively as a team to plan and provide a wide variety of stimulating, practical activities to support children's progress towards the early learning goals. Staff act as very good role models and have a warm, positive relationship with the children. They have a clear understanding of each child's stage of development and ask searching indirect questions to make children think, reinforce and extend their learning. Staff undertake regular assessments of the children, which they use to complete Records of Achievement and to assist them in the planning of activities to support individual children's future progress.

Children have a very good range of vocabulary, which they use confidently when talking to peers and adults. They successfully recognise their names in print, for example, when self-registering or hanging their coats on labelled pegs. Through frequent, planned use of the 'jolly phonics' scheme, children are learning to link sounds and letters. Children enjoy exploring books spontaneously, both individually and with staff. They listen attentively to planned group story readings and have meaningful opportunities to practise their early writing skills. Through practical activities, including completing puzzles and using rulers, children increase their awareness of shape, space and measure. They confidently use mathematical language as part of their play. However, children do not always have the chance to count or to solve simple mathematical problems as part of the daily routine.

Children welcome meaningful visitors into the setting, such as the local reception class teacher and a farmer with a spring lamb, to help them increase their awareness of the wider world. Children develop their understanding of time as they confidently discuss significant past, present or future events in their lives. They use their imagination well whilst designing and building with a wide range of construction materials. However, information and communication technology resources are not readily available to the children, for them to use as part of their play. They thoroughly enjoy initiating or developing their own creative ideas whilst exploring media and materials. For example, children work well as a group to create their own three-dimensional interpretation of Monet's 'Water lilies'. Children sing a growing repertoire of songs from memory, use musical instruments to accompany their singing and enjoy varied opportunities to explore dance.

Helping children make a positive contribution

The provision is outstanding.

All children are acknowledged and respected as individuals. They greatly benefit from staff having an extremely good understanding of their differing needs and individual home circumstances. Children show a well-developed respect for others in the setting. Very good positive relationships are evident between the children and the staff. Children with additional needs receive excellent support to aid their care and development. Children access a wide range of resources, including musical

instruments, puzzles, books, small world toys and dolls, to help them increase their awareness of diversity.

Children behave extremely well and receive frequent positive praise and encouragement, to promote and celebrate good behaviour. They greatly benefit from the excellent role modelling demonstrated by staff, who have a clear understanding of effective strategies to promote positive behaviour. Children know right from wrong, show confidence in their negotiating skills and cooperate well with others.

Children's spiritual, moral, social and cultural development is fostered. Children are extremely confident, independent and demonstrate very good self-esteem. They enjoy sharing news about their home lives, such as when discussing a forthcoming holiday to the Isle of Wight and are learning to listen to others. They are beginning to understand and express their feelings through activities such as empathy discussions or making flower faces demonstrating how they are feeling in the group. Children increase their awareness of other cultures through imaginative, stimulating, practical topic work. For example, through role-play children increase their awareness of the differing homes people live in, learn how to belly dance whilst studying Morocco and eat stir-fried vegetables as part of Chinese New Year celebrations.

The partnership with parents and carers is outstanding. Parents are made to feel extremely welcome, are encouraged to spend time in the provision and to complete regular questionnaires regarding the effectiveness of the nursery in meeting their requirements. They are invited to become actively involved in their child's learning, such as by sharing their skills or helping their child bring in articles from home, linked to the current topic. This positive relationship supports children's developing self-assurance and helps to ensure a consistent approach to children's care. There are extensive planned opportunities for parents and staff to meet together to review children's progress, share children's achievements and to discuss any childcare issues. They are kept up to date with information through white boards detailing the day's activities, well-displayed notice boards and regular, high quality newsletters.

Organisation

The organisation is good.

Children's well-being and education is supported by staff that are highly qualified and very experienced in caring for young children. There is an effective operational procedure in place, which helps to ensure sessions run smoothly and children have the chance to become familiar with the setting's stable routines. There are thorough systems for recording the attendance of children, staff and visitors, which has a positive impact on promoting children's safety. All legally required documentation is carefully maintained and securely stored.

The leadership and management are good. The group's delivery of the early years curriculum is greatly enhanced by the training, qualifications and ability of the manager, combined with the commitment and skills of the highly motivated staffing team. There are regular opportunities for the staff to meet together to plan the educational provision and to discuss any childcare issues. The manager carefully monitors the educational provision, but occasionally does not ensure that planned

small group activities are sufficiently challenging for the most able children. Good links are maintained with the village primary school. For example, children attend the school nativity play and take part in a joint teddy bears picnic. These opportunities help children in their transition into the reception class. The group is constantly evaluating its practice and regularly welcomes early years advisors into the setting, to assist in developing the provision. There are effective strategies in place to further enhance the quality of care and education offered to the children

Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

As a result of the last care and education inspections, the group was given recommendations and points for consideration, to help support the further development of the provision. The care report recommended the complaints procedure includes reference to Ofsted and that children have access to drinking water at all times and are assisted in helping themselves as appropriate. The education report asked the group to consider ways of providing more opportunities for children to select their own resources and activities and to extend opportunities for them to use their own ideas and imagination when using art and craft materials.

Children now have more opportunities to select resources and activities for themselves. They have varied chances to use their own ideas and imagination through art and craft. The complaints procedure includes reference to Ofsted. These improvements have had a positive impact on the quality of care and education offered to the children. However, whilst drinking water is available to children in the main classroom, they are not actively encouraged to frequently drink liquids during their time in the provision. As a result, children may not be consuming fluids in sufficient quantities to meet their differing needs.

Complaints since the last inspection

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure children are actively encouraged to drink water throughout the sessions. Ensure there are good hygiene procedures in place regarding hand washing and drying

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the educational provision to ensure children have the opportunity to use information and communication technology, to count and to solve simple mathematical problems, as part of the daily routine.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk