

Cheverell Old School Nursery

Inspection report for early years provision

Unique reference number	146060
Inspection date	28/01/2010
Inspector	Catherine Louise Sample
Setting address	The Old School, High Street, Great Cheverell, Devizes, Wiltshire, SN10 5XZ
Telephone number	01380 812418
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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

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. It opens five days a week during school term times. Children can attend from 8.30 a.m. until 3.15 p.m. each day. There is a large enclosed outdoor play area. The nursery has several rabbits and guinea pigs.

The nursery is registered on the Early Years Register to care for a total of 34 children at any one time. There are currently 51 children aged from two to under five years on roll. Of these, 38 children receive funding for early education. Children attend for a variety of sessions. The nursery supports a number of children with special educational needs and/or disabilities.

The nursery employs four members of staff that work with the children and an administrator. Two of the staff are qualified teachers and the others have level three and four qualifications. One member of staff is working towards an Early Years foundation degree. The nursery has successfully completed an Effective Early Learning programme.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children relish attending this stimulating and exciting provision. Staff have established a highly effective partnership with the children, parents, other settings and various outside agencies which ensures that each child's unique requirements are met consistently and that their individuality is celebrated. They work hard to ensure that no child is disadvantaged by their background or stage of development and are adept at including all children in activities. All partners involved in the children's care and education are encouraged to give feedback which allows the nursery to monitor and evaluate the effectiveness of the provision and build on its commitment to improving 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:

- continuing to develop information and communication technology to support children's learning and enhance the efficient management of the setting

The effectiveness of leadership and management of the early years provision

Children benefit from the staff's many years of experience and the high standards of teaching. Staff are well-qualified and regularly attend training to further extend their skills. They have worked together as a close-knit team for many years and the dynamic manager of the nursery ensures that they have excellent opportunities to contribute ideas and feedback. Staff share a strong commitment to continual improvement and changes are made on an ongoing basis in response to their evaluation of the provision and feedback from children, parents and other agencies. The nursery is run highly effectively due to the excellent organisational skills of the manager and staff. They are eager to further develop this area of the provision by extending the use of information and communication technology to allow them to access the internet on the premises and to use new methods for contacting parents, such as texting. Safeguarding of children is paramount. There are robust recruitment and vetting procedures in place to ensure that children are protected from unsuitable persons. Child protection procedures have been comprehensively reviewed to ensure that all staff are fully aware of the possible indicators of abuse and know what to do if they have concerns about a child. Detailed risk assessments for the premises, for outings and for specific circumstances are made and frequently reviewed to ensure children's safety. The nursery has a stimulating range of resources which are stored in low, clearly labelled boxes to allow children to access them easily. The outdoor area is particularly well-resourced with a number of play houses, play structures and equipment, such as binoculars, to allow children to explore in the eco micro-garden.

Children's care and learning is greatly enhanced by the excellent partnership between staff and parents. Parents are fully involved in their children's learning from completing an initial profile when their child first attends to contributing fully to their learning journeys and records of progress. Information is shared highly effectively with parents through daily discussion, termly meetings and annual reports. This ensures that staff are fully aware of children's unique needs and can take positive steps to meet them. Staff also work in very close liaison with other settings. They share relevant information about children's progress with other settings that children attend and play a key role in helping children in the transition from one setting to another. Imaginative methods are used to help children move up to primary school. These include visits from their new teachers, opportunities to show everyone their school uniform and the creation of a transition book with photos of their visits to school and of their new teachers. Staff also work highly effectively with other agencies. The manager of the setting has wide experience of working with children with additional needs and liaising with the relevant professionals. Staff play a full role in all aspects of the children's care and learning and have attended hospital and clinic appointments with families and multi-agency meetings. Staff ensure that all children are valued and included. Resources and activities that reflect different home cultures and background are readily available and children sing hello and see print in different languages.

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

Children are confident and eager learners who play an active role in the setting. They are keen to share their news at circle time and volunteer to try new activities, such as using balloons to pick up paper numerals. They are very independent and staff consistently encourage them to try things for themselves. As a result they approach problem solving in a positive way and learn many new skills, such as carrying two full jugs without spilling them. They have excellent practical opportunities to count and calculate as they work out how many cups are needed at snack time and count the number of children present at registration. Staff extend such activities to introduce basic addition and subtraction and also ask a lot of questions about the size, shape and weight of objects. Children are great communicators. They are eager to speak up in group situations and chat happily to staff and their peers. They enjoy looking at books and listening to stories and some children have begun to read simple words and write their names. Children can take home book bags and individualised letter boxes to extend their reading skills and involve their parents in their learning. They relish outdoor play in the large playing field. There is plenty of space which allows them to run freely and explore the environment. An eco micro-garden has been constructed where children can hunt for mini-beasts and take time out from physical play and there is a special enclosure which children can go into to handle the rabbits and their babies. Children are also learning about wider society as they play with an extensive range of resources that promote diversity, such as dolls, books and musical instruments.

Staff provide excellent support for children's learning. They are adept at asking questions that help children think and problem solve and interact enthusiastically with children throughout the day. They take full account of children's ideas and interests and value children's input to the nursery. Children have been involved in choosing the decor for the toilets and deciding what resources to buy for the outdoor play area. Staff make frequent observations of children's progress and share these with one another. Each child has a learning journey and a separate record of achievement which are shared with parents. This ensures that staff can clearly chart children's progress and identify the next steps that they need to take. They use this information, along with children's current interests, to inform weekly planning and to meet each child's individual learning needs comprehensively.

Children are learning highly effectively about how to stay safe. They discuss what might happen if they kick their legs out at circle time and why it could be dangerous to carry a heavy box of toys over someone sitting on the floor. They can identify risks, such as another child climbing too near their head on the climbing frame. They feel safe and secure and this is demonstrated by the way in which they confidently run freely around the large play field and access different areas by themselves. Children are also adopting healthy lifestyles. They follow thorough hygiene procedures such as using antibacterial gel before having snack and they know that they must wash their hands after handling the rabbits. They have been shown how to blow their noses properly by a health visitor who came to the nursery and remember to put used tissues in the bin. They have an excellent

understanding of healthy eating and talk about some foods having too much sugar in them. They choose from a range of nutritious snacks every day and parents are advised about suitably healthy contents for the children's lunchboxes. They have daily outdoor play in all seasons and discuss why exercise is good for them. Staff manage children's behaviour very well. They use agreed strategies and discuss with children the expectations for their behaviour. There are simple ground rules in place which are regularly talked about and children remind one another how to behave. They are gaining an excellent insight into the local community. Various local figures, such as the mechanic, the librarian and the florist have been to visit the nursery and discussed what they do. Children also take part in activities in the wider community, such as taking part in a Christmas shoe box project.

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

How effectively is the Early Years Foundation Stage led and managed?	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	1
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

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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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