

Swainbees Nursery

Inspection report for early years provision

Unique reference number EY368325
Inspection date 14/11/2008
Inspector Linda Cook

Setting address Potto Village Hall, 14 Cooper Lane, Potto, Northallerton,
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Type of setting Childcare on non-domestic premises

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*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Swainbees Nursery was registered in 2003 and re-registered in 2007 when it moved to new premises. It is managed by a voluntary management committee. The nursery operates from the village hall in Potto, off the A172 between Stokesley and Northallerton, and has sole use of the building during nursery sessions. The single-storey building is accessible. Outdoor play is provided in a dedicated area of the car park made secure with temporary fencing.

The nursery is open Monday to Friday from 09.00 to 12.50 during school term time. The nursery is registered for a maximum of 26 children in the early years age group. There are currently 18 children on roll attending from the local area. There are six staff working directly with the children, some on a part-time basis. Of these, five hold appropriate early years qualifications.

The nursery is a member of Playgroup Network and has links with Hutton Rudby Nursery and Primary School and Swainbee Primary School.

Overall effectiveness of the early years provision

Children enjoy their time in the nursery and have happy, warm relationships with staff and each other. Excellent knowledge and understanding of children's individual needs ensure that staff successfully promote children's welfare and learning in an inclusive environment. The manager successfully identifies areas for development and has started to introduce systems to meet the requirements of the new Early Years Foundation Stage. These are continuing to be developed and to fully involve staff and parents.

What steps need to be taken to improve provision further?

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

- continue to develop systems for staff appraisals and self-evaluation, ensuring staff and parents are involved to improve outcomes for children
- continue to develop the outdoor learning environment and the range of resources available to increase children's awareness of information and communication technology.

The leadership and management of the early years provision

Staff work effectively as a dedicated team to provide good quality care and education for all children and are well supported by the management committee. A full range of policies and procedures, which are comprehensive and individual to the setting, underpins the good quality service. These are understood and consistently applied by all staff. The manager has clear aims for good practice and has identified the strengths and weaknesses of the nursery. A structured system of

self-assessment to target any actions needed for improvement has started to be introduced. However, the system is not yet fully developed to fully involve staff and parents. There is a robust recruitment and vetting procedure which ensures the suitability of staff and promotes the children's safety. The nursery is committed to the professional development of the staff team and future training is clearly identified based on the needs of the setting and staff's interests. A more formal staff appraisal system has recently been introduced but is not yet sufficiently developed to be fully effective. Good quality risk assessments ensure effective actions are taken to manage or eliminate risks to children.

Staff are well deployed and indoors the resources and activities are organised very well to provide a stimulating learning environment covering all areas of learning. As a result, children develop independence and become active learners. In summer months, the outdoor learning environment is well resourced; however, it does not provide the same level of learning opportunities throughout the year.

Parents and carers receive comprehensive information about the setting which includes details about the provision, the care of their children and the learning programme children will be involved in. Regular newsletters ensure information is regularly updated and includes details of the activities planned. Information about the children's progress is shared verbally at delivery and collection. Very positive relationships with parents are developed and parents are appreciative of how the nursery supports specific individual needs. A recent event organised by the manager and attended by the local authority development worker ensured parents were fully aware of the learning and development requirements of the Early Years Foundation Stage and how the setting meets these. Clear procedures for liaison between all partners involved with children's learning, development and welfare are in place.

The quality and standards of the early years provision

Children are well cared for by a small, consistent and caring staff team. There is a strong emphasis on inclusive practice within the setting, and this ensures that everyone feels welcome, respected and valued. Children learn about elements of their own and each other's family lifestyles. They develop a good understanding about other cultures and the wider world. For example, when they were involved in a project in Africa where the children raised money to buy a goat and two beehives and received correspondence from the families they helped. Staff work closely with parents and have developed links with other professionals to ensure that children with disabilities and/or learning difficulties are provided with good support.

The staff have a clear knowledge of individual children's capabilities. They establish children's starting points when children first attend and build on this knowledge. This is ongoing, through observation and assessment, and used to inform future planning. Planning is individual and takes account of the child's interests and learning style. Consequently, children are motivated and active learners who make good progress towards the early learning goals. Children are provided with a good range of age-appropriate resources which are of good quality, freely accessible and

promote independence and free choice. Children settle easily, and are motivated and enthusiastic to participate. Children are very well behaved and this has a positive impact on their learning and their welfare. They listen to simple instructions and willingly help to tidy up when asked. They play co-operatively together and are encouraged to share resources, take turns and generally respect the needs of others. They are developing good manners, saying 'please' and 'thank you', with gentle reminders from staff should they forget.

Children enjoy books and stories and know their favourite ones very well. Staff use props skilfully to develop the children's interest and bring the stories alive. Children begin to recognise their name in print as part of the registration system and show emergent writing skills as they are encouraged to label their work. They learn to count as staff provide opportunities in the daily routines; for example, they count the children present and count out grapes for snack. Children can recognise and name a variety of shapes correctly. They explore capacity as they play in the water tray, emptying and filling a variety of containers. They learn about the local community and the wider world as they go on regular walks in the village and on trips to places of interest such as the theatre. The children talk about the weather and monitor the seasons. In summer they grow plants and vegetables and in autumn collect leaves and seasonal fruits for the interest table. There is a wide range of craft and junk modelling materials for children to access independently which promotes their design and creative skills successfully. However, the resources to increase children's knowledge of information and communication technology are limited and children do not have access to a computer. The children come together for circle time and they eagerly participate in a variety of children's songs and action rhymes.

Staff have a good understanding of child protection issues and procedures for safeguarding children are robust. Children develop an excellent understanding of the importance of maintaining a healthy lifestyle. They independently attend to personal care needs and are fully aware of why it is important to follow good hygiene routines. They choose from a selection of healthy snacks such as fresh fruit, plain biscuits or toast. They know which foods are good for them and that they need to eat to give them energy.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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.