

Stretton School Nursery

Inspection report for early years provision

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Inspector Anne Walker

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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

Stretton School is privately owned and operates from rooms within Stretton Independent School, close to the city centre of Norwich. The Independent School opened in 1969 with the childcare provision being registered in 2005. Access to the premises is via a step. Children have access to an enclosed outdoor play area. The provision is open each weekday from 7.30am to 6pm except for a week at Christmas, Bank Holidays and a day for the Norfolk Show.

The provision is registered on the Early Years Register. A maximum of 25 children may attend at any one time. There are currently 38 children aged from 12 months to three years in the early years age range, some in part-time places. It is in receipt of government funding for early education.

There are 10 members of staff working with children in this age group, nine of whom hold appropriate early years qualifications. The setting receives ongoing support from the local authority advisory service.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare is promoted as they have consistent care from a key person who works with parents to ensure their individual care needs are met. The children enjoy a varied range of activities which help them to develop, and learning is satisfactorily supported overall. Since the last inspection managers have made a significant number of changes to improve the provision and these have had a positive impact for the children at the nursery. Overall, good measures are in place to safeguard children.

What steps need to be taken to improve provision further?

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

- develop the systems of observations and assessment of each child's achievements, interests and learning styles to more clearly identify learning priorities, in order to improve the planning of motivating learning experiences for each child
- improve the provision for children to use their imagination through role play indoors and outdoors on a regular basis
- extend the partnership with parents so they are able to contribute to their child's learning story to assist the planning of motivating learning experiences which promote their development
- improve the steps taken to prevent the spread of infection with regard to procedures for nappy changing and handwashing.

The effectiveness of leadership and management of the early years provision

The setting has good safeguarding procedures in place which include robust recruitment strategies to ensure staff working with the children are suitable for their post. There is a consistent staff team, many of whom have been at the nursery for some years. Any new team member has a limited role until checks are completed. There are clear systems to monitor staffs' ongoing suitability through observation and appraisals. A clear chain of command is in place to deal with any child protection issues that may arise and staff understand what to do if they are concerned that a child is being abused. Information about the referral process is easily accessible to them. The nursery is secure and visitors are monitored. Children's arrival is recorded in a register so staff know who is on the premises in the event of an emergency. Written records are implemented by staff, to ensure that children do not leave the nursery unless accompanied by their parent or an authorised adult. Risk assessments for the premises are in place and reviewed as needed. Staff undertake checks each day based on the risk assessments so that hazards to children are minimised and fire drills are carried out at regular intervals. Good levels of staffing ensure that children are supervised well.

Significant improvements have been put in place by managers since the last inspection. They have done this through developing the evaluation of the nursery and involving the whole staff team so that there is a clearer vision, held by all, of what needs to be achieved. As a result the staff are motivated, work well together and are keen to build on what has been initiated in order to develop the care and learning of the children in their care.

The nursery, furniture and equipment are clean and overall staff maintain appropriate hygiene routines to ensure children's good health but some areas of practice do not fully minimise the spread of infection. Nappy changing routines are generally sound. The area is well organised and clean and there are suitable systems for disposing of nappies. Staff always wear gloves when changing children's nappies but do not routinely wear the aprons that are available, to protect their tabards. Soap is only available at some of the sinks that children use to wash their hands.

The setting treats children as individuals and welcomes families from different backgrounds. Through play materials and some planned activities they help children to learn about their own and other peoples cultures. There are satisfactory systems in place to identify and support children with disabilities or learning needs. The nursery has positive relationships with parents. Clear documentation enables parents to provide information about their child's starting points, which the key person uses to help the child settle and plan initial activities. There are regular discussions and a meeting is held each term to discuss the child's progress but currently there is no systematic way for parents to comment on staffs' assessment or for them to input, as they do at the outset. One room has very recently started to use 'Talking Books' which go between home and nursery and these may offer opportunities for sharing information that could further assist in planning appropriate activities for individual children.

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

Children make satisfactory progress in their learning and development in relation to their capabilities and starting points. Staff have attended training for the Early Years Foundation Stage, either externally or in-house so that they have a satisfactory knowledge and they plan interesting activities for children. The key-person makes regular observations of children to assess their progress but not all staff are able to evaluate these observations effectively to identify what has been learnt and what the next developmental steps might be. This means that they do not always plan and take sufficient account of individual children's interests and learning styles to help them make the best progress towards the early learning goals. Staff members are caring and know the children well. They support aspects of their development effectively, such as toilet training and individual routines for rest and feeding. This ensures children feel secure. Systems for tracking children's progress are not consistent across the nursery and there have not established ways to ensure that progress is tracked across the six areas on a routine basis.

Managers and staff have reviewed the organisation of the environment and made improvements which have improved the space available for children to take part in a wider range of activities and increased their choices to learn and play indoors or outside as they wish. The children relish being outdoors and play actively using bikes, cars, hoops and balls. They regularly use a neighbouring school's larger outdoor areas to engage in parachute games or to collect leaves which they take back to use in their art work. They have taken part in outings to the local garden centre, walks to the post box to post letters they have written and visited the local church at Christmas. The re-organisation of space has not taken sufficient account of using all available areas to provide varied and exciting role play on a more regular basis, to assist children's language and creative development. Staff are organised so that children have sufficient support. They play alongside them and support their language development, talking to toddlers about the texture of the jelly and as they help older children decorate cards for Mothers Day. There is a suitable balance between adult-led activities and child-initiated ones. Children help themselves to items on low shelving, such as the train track and musical instruments and books. They request writing and drawing materials outside and staff respond to children's interest in the recent snow. Staff plan appropriate activities that have regard to general levels of development of the children in each room. For example, in 'Nursery' room the children have planted bulbs, grown cress and painted a bunch of daffodils they observed, which helps their understanding of the changing seasons and the natural world. Children in 'Nippers' room, explore varied textures such as oats and jelly. They paint with sponges or with their hands. Children are interested in technology and learn to use simple programmes on a computer.

The children have positive relationships with their carers who have established routines that work well and help the children feel safe. Individual routines are followed so that small children are content. Staff are warm and set appropriate boundaries and expectations about behaviour which they role model for children.

Adults ask children politely if they want them to do something and they tidy away along side children. Staff use stories to explore feelings and how our actions impact on others, such as 'Little Rabbit Foo Foo' that Nursery room children have been reading.

Meal and snack times are social occasions. Staff work with the parents, who provide all the food, to ensure that children develop an awareness of eating healthily. They eat selections of fruits for snacks and help themselves to their water bottles when thirsty. They are encouraged to wash their hands before eating and after using the toilet. Wet weather outfits are provided by the nursery so that children play outdoors and are active in all weathers. They begin to learn how to keep themselves safe, for example, practising road safety on outings. Children are developing skills for the future as they learn to be independent, form relationships and develop skills in numerical, literacy and creative skills.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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