

School House Private Day Nursery Ltd

Inspection report for early years provision

Unique reference number 205179
Inspection date 15/10/2009
Inspector Rebecca Johnson

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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*.

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.

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Description of the setting

School House Private Day Nursery opened in 1991 and is one of two nurseries owned by this provider. It operates from a two-storey building in its own grounds with after school care being provided in the adjacent primary school. All children share access to a secure enclosed outdoor play area. The nursery is in a rural setting in the village of Dodford near Bromsgrove. The nursery serves the local area and also the wider catchment area.

The setting is registered to care for a maximum of 44 children, there are currently 97 children in the early years age group on roll. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting operates each weekday from 07.30 to 06.00 for 51 weeks of the year. The Out of School club runs term time only from 07.30 - 08.30 and from 03.15 - 06.00. Playschemes and holiday clubs run as required from 07.30 - 06.00. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and those for whom English is an additional language.

The setting employs 19 staff all of whom hold an appropriate child care qualification. The setting receives support from the Local Authority and works in partnership with other professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Practitioners are dedicated, enthusiastic and work very well together to create a safe and totally child-centred environment for all children. The setting is wholly inclusive and each child is valued and respected. Children experience a wide range of exciting and stimulating activities which meet their interests and development and ensures that they make excellent progress in their learning. Practitioners are fostering extremely good partnerships with parents and outside agencies to ensure that the individual needs of all the children are very well met. There are excellent systems in place to monitor and evaluate the practice within the setting to ensure that continuous improvement is sustained.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- encourage children to make further connections in their own learning by developing staff's awareness of discrete interaction and intervention.

The effectiveness of leadership and management of the early years provision

Practitioners are diligent in child protection matters and their in-depth knowledge and understanding of safeguarding policies and procedures ensures that children are fully safeguarded. Procedures for vetting and assessing the suitability of staff are stringently implemented. The premises are exceptionally well-maintained and risk assessments which cover all areas and equipment enable children to move freely and safely within the setting. In-depth documentation enhances the excellent practice and ensures the safe and efficient management of the provision.

Practitioners are highly motivated and passionate about the service they provide. They are well qualified and regularly attend additional training to further their knowledge and expertise. The provider, managers and staff are totally committed to continuous improvement and the capacity for this is excellent. They work closely together to find and implement systems to develop the provision and ensure that children consistently receive a high level of childcare and education.

Practitioners work very well in partnership with parents and other agencies in order to develop a consistent approach in meeting children's needs. Parents are welcomed into the setting and their expertise is valued. They are informed of planned activities and events through regular newsletters and notice boards which display a range of additional information. The setting has good systems in place for monitoring and evaluating their practice. This includes actively seeking the views of parents and children, for example, parents are encouraged to comment on the strengths and weaknesses of the nursery and children's views are taken into account regarding their likes and dislikes. The good communication between staff and parents helps to promote children's care and learning and helps new children to settle well.

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

Children are extremely confident and very well settled in the setting. They are highly motivated and rush excitedly to join in with both new and favourite activities such as sensory play and painting an image of their friends faces on glass. Babies and younger children delight in heuristic play and enjoy discovering new textures such as shiny texture blocks and treasure baskets. Children interact positively both with adults and their peers and actively seek them out to participate in activities or to show off their achievements. All children are proud of their individual drawers and are eager to show off and talk about the contents and the pictures on the outside of them. Older children listen intently to tales of Roary and Fifi bear who visit their homes for exciting adventures. Children learn about the world they live in as they are visited by professionals such as Doctors, Vicars, Police and Fire-fighters. Their knowledge of the wider world is developed through positive images displayed throughout the setting and by celebrating festivals such as American Independence day and Diwali. They recently wrote to the queen on her birthday and were thrilled to receive a response from Buckingham Palace.

The setting has received several awards which includes health in early years. They are also an ECO settings specialist and are striving to obtain a green flag. Children are involved in re-cycling, checking that lights and taps are turned off, composting, and making graphs which show how many re-cycle boxes are put out to be collected.

The nursery is totally child orientated and staff strive to ensure that children have fun and enjoy all aspects of their time in the setting. Children are making exceptionally good progress in all areas of learning and development with the support of experienced, dedicated and enthusiastic staff who provide a range of exciting and stimulating activities and fully understand children's development. Planning and assessment processes in line with the Early Years Foundation Stage framework have been implemented and staff work closely with the deputy manager to ensure that all areas of learning and development are covered. Learning journeys to record every child's progress using photographic evidence have been implemented. Observation and children's personal choices are used to develop planning and identify children's next steps. This ensures that all children enjoy, achieve and move forward at a pace suitable to their individual needs.

Practitioners are effectively deployed throughout the setting. The organisation of space ensures that children are able to participate in activities at their own level of understanding and development. Activities in all areas are set out to promote self-selection. This enhances children's opportunities to develop independence and enjoyment. However, although interaction is extremely positive, at times staff have yet to fully achieve a balance between adult-led and child-initiated activities to allow children space and time to develop and discover learning opportunities for themselves. Outdoors is used as an extension to learning. Older children enjoy free flow to outside and younger children and babies experience the outdoors frequently throughout the day. Staff take time to accumulate information on each child's individual needs enabling them to promote an inclusive environment for all. Children with additional needs are fully included into the setting and procedures have been implemented to ensure that all children's individual needs are fully recognised and met. Children's behaviour is exemplary and is supported through clear and concise behaviour management strategies. Staff act as positive role models. They foster children's self esteem and offer praise and encouragement at all times as they sensitively remind children to share with their friends, to be polite and to be kind and helpful.

Children understand the importance of following simple hygiene routines. They understand the importance of washing their hands before eating or after messy play. They are very well cared for if they become sick or have an accident and there are stringent procedures in place to protect them from infection. They enjoy healthy meals and snacks which consist of a variety of fresh fruit and vegetables and learn about healthy eating as they grow their own fruit and vegetables in the garden. Excellent procedures have been implemented to ensure that children's dietary requirements are recognised and met appropriately. Meals and snack times are sociable occasions when children sit round the table together and chat about their day. The organisation of snack time in the Pre-school room fully encourages children's independence as they collect their cup and plates from the clean tray,

serve themselves to snack and tidy away after themselves wiping the table for the next person.

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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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