

Old School House Nursery

Inspection report for early years provision

Unique reference number	251779
Inspection date	24/09/2008
Inspector	Cheryl Thompson
Setting address	The Old School House, School Road, Helmingham, Stowmarket, Suffolk, IP14 6EX
Telephone number	01473 890 950
Email	
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

Old School House Nursery has been registered since 1996. The setting is registered on the Early Years Register for a maximum of 20 children aged from two to five years at any one time. A management committee oversees the running of the nursery, which operates from four rooms in a converted Victorian school house adjacent to Helmingham Primary School. It is open five days a week from 09.15 until 15.00 during term time only. The children are offered cooked lunches provided from the school, served in the nursery. A hard surfaced area and an enclosed garden are available for outside play. The nursery is accessible for the disabled and has toilet facilities suitable for disabled children.

There are currently 21 children on roll, and the setting receives funding for early education. The nursery serves the immediate and surrounding local area. It currently supports a small number of children who need extra help with their learning. Eleven members of staff are employed. All hold appropriate qualifications. In addition there is a part-time French and dance teacher.

The nursery receives support from the LA and is a member of the Pre-School Learning Alliance. It has strong links with the adjacent and other primary schools to which children transfer.

Overall effectiveness of the early years provision

Old House Nursery provides outstanding pre-school experiences and care for all its children. In the secure and stimulating environment, children develop a lively interest in learning. Consequently children of all abilities make good progress in all areas of learning. The setting has an excellent capacity to improve further because staff are reflective and share high aspirations for providing experiences of the highest quality

What steps need to be taken to improve provision further?

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

- refine assessment to ensure that children's stage of learning and what they need to learn next are more precisely identified

The leadership and management of the early years provision

Team work is a continued strength and all staff regard children's welfare as a high priority. Policies and practice for child protection, for dealing with accidents and illness, and for checking the suitability of adults who work with the children meet current requirements. Rigorous systems are in place for checking equipment, the building and garden to make sure they are safe for children to use. Regular fire

drills ensure children are prepared should an emergency arise. Excellent self evaluation includes the opinions of parents and children. Consequently, there is a clear idea of what needs to be done to enhance the provision further. Parents 'cannot praise the nursery enough'. They say they are '100 per cent confident that their child will have a fantastic day'. Parents feel well informed of their child's progress and how they can support this at home. They are extremely confident that their child is safe and that if any difficulties occur they will be told immediately. Strong links with the adjacent primary school are most beneficial for helping children become familiar with a larger setting before they start in Reception classes. The setting has good links with outside agencies, so that if the need arises they can request advice on providing for children who need extra help with learning.

The quality and standards of the early years provision

Children have fun learning. They make significant gains in their knowledge because activities and experiences are planned carefully to reinforce and extend what they already know and understand. Children's personal, social and emotional development, their communication skills and, in the sessions observed, their knowledge and understanding of the world are above those normally expected for their age. Staff use questioning skilfully to help children think about what they are doing and guide them to extend their vocabulary and learning. Those who need extra help to succeed in their learning have appropriate individual plans to address their specific needs. A child's key person makes observations whilst children are undertaking identified tasks. Currently, whilst a great deal of useful information is recorded, observations are not precise enough to help practitioners see at a glance what the child needs to learn next.

The curriculum is carefully planned in accordance with Early Years Foundation Stage requirements and includes a good balance between adult-led and child-initiated activities both indoors and out. In addition to the six required areas of learning staff take every opportunity to develop children's understanding of a healthy and safe lifestyle, for example washing hands before eating and choosing 'healthy' food at snack time. Social skills are taught and reinforced at very friendly lunch times when children and staff eat together.

Annex A: record of inspection judgements

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

Overall effectiveness

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

Leadership and management

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

Quality and standards

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

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 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.