

Ellwood Nursery

Inspection report for early years provision

Unique reference number	EY271719
Inspection date	29/03/2011
Inspector	Linda Witts
Setting address	Old School House, Bromley Road, Ellwood, Coleford, Gloucestershire, GL16 7LY
Telephone number	01594 835624
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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

Ellwood Nursery was registered as a private group in 2003 and is one of two settings owned by the manager. It is set in a rural area two miles from Coleford in the Forest of Dean. The nursery operates from a building on the primary school site. The nursery consists of five rooms on two levels with indoor and outdoor toilet facilities. There is a fully enclosed outdoor space with a sensory garden, natural materials play area, physical play equipment on a safety surface and weather protection under a wooden gazebo. The nursery has shared use of some school facilities, including the hall, junior playground and infants' grassed area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children aged from two to under eight years may attend the nursery at any one time. There are currently 72 children on roll, 60 of whom are in the early years age range. The nursery is in receipt of funding for free nursery places for three and four-year-olds. Children come from the local area and some families come from further afield.

The nursery opens each weekday for 48 weeks of the year from 8.30am to 5.30pm, except on Fridays when the setting closes at 3pm. After school care is available from 3pm to 5.30pm Monday to Thursday and holiday care is offered subject to availability. Children not attending Ellwood Primary School are welcome if their families arrange transport. There are five staff working in the nursery, all of whom are qualified to at least level 3 in child care. Additional staff are available for lunch time and extra cover. The owner/manager has a level 4 qualification. The nursery implements aspects of the High/Scope approach to education. The nursery has links with the school and receives support from the local Playgroup and Toddler Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This warm and welcoming nursery nurtures children in their care and learning and children progress well given their age, ability and starting points. Their progress in many aspects of their learning is impressive. Mostly highly effective organisation successfully ensures the safe management of the provision, appropriate maintenance of most records, and ongoing self-evaluation effectively promotes continuous improvement of the provision. The partnership with parents and the host school are key strengths and are significant in making sure that the needs of all children are met. Partnerships with other settings children attend are developing.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the record of risk assessment includes when and by whom aspects of the environment that need to be checked on a regular basis are completed (Suitable premises, environment and equipment).

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

- support children's further development in the use of information and communication technology (ICT); consider extending the range of the ICT resources and encourage children to use simple equipment independently
- improve partnerships with other settings children attend so as to ensure effective continuity and progression by sharing relevant information with each other and parents.

The effectiveness of leadership and management of the early years provision

Robust steps are taken to safeguard children. This includes highly effective recruitment and vetting procedures. There is a clear safeguarding policy and procedure and all staff are suitably knowledgeable about its implementation. The nursery environment is safe, with effective security measures followed to protect the children. Staff demonstrate a high level of commitment to promoting children's safety and they teach children to be safety conscious without being fearful and, as a result, children show a very strong understanding of how to keep themselves and others safe. The record of risk assessment does not contain all the required detail because it does not include the date it was carried out and by whom. This has no impact on the safety and well-being of the children.

The team of staff work highly successfully together; they are clear of their roles and responsibilities and together ensure the smooth running of the nursery. The routines work very well to meet the needs of the children and also enable children to utilise the varied range of activities provided within the different playrooms and outdoor areas. The outdoor play space is an exciting environment where children can explore and investigate. It is exceptionally well-organised to promote children's all-round learning and works highly successfully to support those children who learn best outdoors. The key-person system is implemented effectively. Adults have an excellent knowledge of children's backgrounds and needs. There is excellent partnership working with parents to ensure that every child receives appropriate levels of support and is fully included. Parents spoken to as part of this inspection were highly complimentary about the care their children receive. They report that they are very well informed about the nursery provision and their children's progress. The views of parents and children are sought and used as part of the nursery's self-evaluation.

The owner/manager communicates high expectations to staff relating to the quality of the nursery to secure ongoing improvement. Staff are well supported and have very good access to training. All staff are competent in the use of their planning systems. They plan realistic and challenging targets for children's

individual learning and as a result children's progress is at least good in all areas of their learning. Provision for information and communication technology is weaker than in other aspects. Each member of staff is highly motivated in their work and instinctively knows how to support children as they play. They know when to play an active role in children's play and when to stand back and let them play freely. They foster children's language development by showing a keen interest in what children have to say and by asking questions to stimulate their language and thinking. They are also very adept at using routine activities and opportunities that arise during the course of children's play to encourage children to gain confidence in problem-solving, reasoning and numeracy.

The nursery has an excellent relationship with the school. It shares the use of some of the school facilities and joint activities enable children to become familiar with the school environment and staff; this aids their transition into school. Some of the joint ventures, such as 'the healthy breakfast' provide opportunities for nursery and school families to come together socially, whilst gaining ideas of how to promote healthy lifestyles. Staff liaise closely with class teachers sharing relevant information about those who attend the nursery out of school club. Some nursery children also attend other early years settings. Staff are proactive in initiating contact with these settings and offering to share information. Currently the system for ongoing sharing of information is not fully effective and so they cannot be certain that the experiences children have here enhance those they have elsewhere.

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

Children are eager to attend and thoroughly enjoy their time at nursery. Children show a strong sense of belonging and security, are settled and very happy. They display good levels of self-esteem and build strong relationships with staff and their peers. They are enthusiastic in their play and work well independently, with their friends and with others during group activities. Older children are sensitive to the needs of younger children and happily offer support to them helping them to feel included. Children's behaviour is very good. Children communicate their needs with confidence and demonstrate increasing vocabularies. They enjoy looking at books and listen intently to stories read by adults. Children demonstrate increasing control as they use writing implements to draw and some children are able to write their own name and are encouraged to do this on their art work. Children's acquisition of skills for the future is further enhanced by encouragement to count, recognise numerals and to solve simple problems. They routinely count the number of children present at regular intervals, for example, during outings, to ensure the correct numbers of children are there. Some children can count on from a given number and complete simple addition and subtraction. The nursery has a computer and children are gaining some confidence in using it. They also have use of the nursery camera and compact disc player but only under adult supervision. This helps them to gain some basic skills relating to the use of information and communication technology. Children develop a good understanding of the wider world through planned activities and use of resources that reflect positive images of diversity.

The children relish time they spend outdoors. The exciting nursery garden has a craft area where children paint, combine materials of their choosing and draw. They play in the sand tray, adding different resources to extend their play using their own ideas, for example, adding small world vehicles to scoop and move the sand. They can look at books if they wish and have a wealth of resources that they can help themselves to, in order to initiate their own play. They role play in the home corner area, in dens created and play at superheroes chasing one another, carrying out rescues and escaping on the 'rocket' climbing structure. They get plenty of fresh air and exercise as they play outdoors; they run freely, climb and balance on low level structures, pedal and propel wheeled toys, play group games and practise their ball skills. In small groups the children explore the school outdoor areas where they search for mini beasts under the trees, in soil and habitats created for exploration. They use magnifying glasses to investigate the daffodils and dig vigorously in the nursery garden plot. They listen to adult instructions to keep them safe and are quick to point out safety risks. For example, a child tells others to beware of the holly bush as 'it is prickly'. Their understanding of safety issues is exceptional, demonstrated by the explanations they give for rules they follow, such as, sitting to descend the stairs and holding the rail to go up so as not to fall and also their identification of risks themselves. Children also demonstrate that they are well-informed about healthy living; they talk about healthy eating and the effects of exercise on their bodies, with confidence. They follow good personal hygiene routines and show excellent levels of independence as they pour their drinks, help to prepare snacks and some are even keen to wash up afterwards.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	2

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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