

— East Bergholt Nursery

— Inspection report for early years provision

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Inspector Teresa Alsop

Setting address East Bergholt Primary School, School Lane, East Bergholt,
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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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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

East Bergholt Nursery was first registered in 1993. It operates at present from one room in a temporary building in the grounds of East Bergholt Primary School, but will move into a purpose-built, adjacent Children's Centre facility in 2010. In addition to its classroom, the nursery has access to an enclosed outdoor play area. It serves the local community, and may take up to 21 children aged from two to five at any one time. There are currently 32 children from two to five years on roll, and 16 were present at the time of the inspection. The setting is able to support children with learning difficulties, or any who speak English as an additional language, although none are on roll at the present time. The stepped access to the nursery means it would be unsuitable for children with certain disabilities. The nursery receives some additional funding for nursery education. It opens five days a week during school term times. Morning sessions are from 9:15am until 11.45am and afternoon sessions run from 12:45pm to 3:15pm. There is supervision for children with packed lunches from 11.45am to 12.45pm, and some children remain for the whole day. There are two part time, and three full time staff working with the children. The majority have appropriate childcare qualifications and two are currently working towards a recognised early years qualification. The setting links closely with its neighbouring school, and receives support from the local authority. The nursery is on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This is because the high quality of its management has built up an inclusive, welcoming and secure nursery, in which the children are known and valued as individuals. In this environment they learn and develop very well, laying an excellent foundation for their future education. The excellent progress made by staff, since the last inspection, in implementing new statutory requirements for children in the early years age group, is indicative of their outstanding capacity to continue improving the provision in the future.

What steps need to be taken to improve provision further?

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

- setting out in fuller detail their expectations of staff in their role as Key Persons.

The effectiveness of leadership and management of the early years provision

Ensuring the children's safety is rightly the top priority of the staff. The suitability of all adults working in the nursery is checked, and careful recruitment processes are in place. The classroom and outdoor play area are secure, and visitors to the nursery are scrupulously checked in and out. Children are only released at the end of sessions to authorised adults, and there are rigorous arrangements for circumstances when children may not be collected at the usual time. There are clear plans for emergency evacuation, and fire drills are held twice termly and fully recorded. Regular dated risk assessments ensure that equipment, accommodation and occasional trips are safe from hazards. The manager takes overall responsibility for child protection, and ensures all staff are alert to any indications of distress children might show. A good Key Person scheme has been introduced to make sure there is a single, named staff member maintaining a close oversight of each child's development. While staff have a sound general understanding of the pastoral aspect of the Key Person role, the detailed responsibilities and actions have yet to be spelled out.

The nursery is distinctive in the drive, energy and commitment to further improvement shown by its staff. They show determination in not letting their discouragingly cramped accommodation handicap provision for the children. The recommendations of the last inspection have been implemented very thoroughly indeed. Staff have made a big investment in additional training in key areas such as safeguarding, and implementing new early years legislation, and they make good use of advice and support from the local authority, for example in assessing the progress children make while in the nursery. Good links are maintained with the neighbouring school, especially when children with learning difficulties join the nursery, to ensure continuity of care. Staff ensure that all children have full access to the activities it provides, and that activities and resources give a balanced representation of diversity. The manager and her deputy have conducted a thorough self-evaluation process, identifying the strengths of the nursery, and key areas for development. Central among these are preparing for the move into new accommodation later in the year. Staff and parents communicate easily together, and parents hold the nursery in high regard. One parent commented "It's wonderful. He loves coming. He's really happy here and he's learned so much". The high standard of leadership and management of the nursery underpins its success in promoting the learning and achievement of the children. Its capacity to continue improving in the future is outstanding.

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

Children come happily to the nursery, and settle easily and quickly to the various activities provided for them. They make their choices calmly and confidently, showing respect to each other, sharing resources when necessary and taking turns. The day then starts with a story read or told by a staff member. The children sit quietly and attentively. Once they have all arrived, and registers taken,

they return to imaginative self-chosen play activities – dressing up, construction toys and making pictures. Adults sit or play with them, cleverly using opportunities to challenge the children’s thinking, or their language without taking initiative away from them. “Will it fit?” “Do you think it would break?” and “Tell me about it” are typical conversations, moving children ahead in their learning.

At other times children join an activity specially planned for them by the staff, learning how sounds and letters work, what mathematical shapes are called, or which insects they can find in their bug hunt outside the classroom. One child checked the inspector with a toy stethoscope and pronounced him still alive. Children become confident in managing simple computer programmes, learn to distinguish higher and lower musical notes on a keyboard, and how to maintain their balance on small pairs of stilts. They learn how to make paint thicker or thinner, and how to apply it in different way. They know that a book has a beginning and an end, and that it matters which way up the reader holds it. This is a lively and engaging programme of planned play and learning, showing an excellent balance of adult-initiated and child-chosen activities, and of indoor and outdoor learning. Parents as well as staff contribute to each child’s “Learning Journey” booklet. These record moments of significant achievement or progress through written observations and photographs. They are invaluable assessment materials for parent/staff discussion because they paint such a good picture of a child’s development over time in the nursery.

Children feel safe and confident, chatting easily to staff and with each other. Their behaviour is excellent. They are helpful and relaxed with a positive and confident attitude to new activities. Their calm and friendly manner contributes much to the sense of community in the nursery. They know why they must wash their hands regularly, and they love the opportunity for vigorous activity outdoors, even when the weather is unfriendly. The skills and attitudes they acquire so well in the nursery will be invaluable to them in their future education.

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

