

St James' Cottage Nursery & After School Club

Inspection report for early years provision

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Inspection date	20/10/2010
Inspector	Mrs Margaret Faull
Setting address	St James' First School, Gaunts Common, Wimborne, Dorset, BH21 4JN
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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

The Cottage Nursery opened approximately 30 years ago and the Cottage Club opened over 10 years ago. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A voluntary parent management committee runs the organisation. It operates from a purpose built facility situated in the grounds of St James' First School, Gaunts Common, near Wimborne. They serve the village and surrounding community. The settings have sole use of the building and there is an adjoining garden for outdoor play, including an all weather surface. The nursery is registered to provide care for 24 children aged two to five years and out of school care for 24 children aged four to under eight years. They accept children up to the age of 11 years. There are currently 25 children on the nursery roll. There are currently 30 children on roll for the out of school and/or holiday club. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities.

The nursery opens five mornings a week during school term time from 9am to 12 noon with a lunch club from 12 noon to 1pm and afternoon sessions run from 1pm to 3pm. Wrap around care is also provided from 8am to 6pm for children aged three to the end of school year 6. The out of school club opens from 8am to 8:30am and 3pm to 6pm term time only. The Holiday Club operates for 7 weeks a year from 8am to 6pm. Nine staff work directly with the children, eight of whom have early years qualifications and four staff members have appropriate playwork qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery and after school club has a number of exceptionally strong areas. The children are happy and well settled. They are independent, motivated to learn and make good progress, due to the very good adult support. Relationships are excellent resulting in excellent behaviour. This results in a very safe environment where the children's learning journeys are supported and promoted by the provision of a full range of activities and very effective adult support for individual learners. The staff are fully committed to providing the best for the children in their care and keen to develop best practice. The capacity for future improvement is good.

What steps need to be taken to improve provision further?

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

- continue to work closely with the local authority adviser in order to further develop the learning potential of the outside facilities so that children experience all areas of learning both indoors and outdoors
- monitor and extend the recording system for evaluating the provision taking

into account parental views to support children's learning and development.

The effectiveness of leadership and management of the early years provision

There is a strong team ethos and all staff contribute to the planning which takes into account the needs of all the children. Staff recruitment procedures are good and all necessary checks are carried out. Statutory requirements for all registration and health and safety procedures are fully met including emergency procedures and risk assessments. Staff have a good understanding of child protection and keeping children safe.

The management of the nursery and out of school club have developed effective systems to monitor and improve the childcare practice. Staff meetings with all the team members are held every half term to discuss children's progress and develop ideas for planning. The recommendations from the previous report have been fully implemented. The local authority early years advisory team provide regular visits, advice and audits of provision that highlight areas for improvement. For example, the nursery and out of school club are working with the local authority Early Years team to begin to explore further activities for the outside space. The new recording system to support the self evaluation has developed together with the team but, at present, does not take sufficient account of the views of parents and carers. Staff are very well trained, with good evidence of recent training recorded in professional development folders which are used for performance management reviews and audits of training needs.

A very good staffing ratio of is maintained in all sessions. A wide range of resources are available and changed during the course of the sessions. Resources, such as books and toys and signage are used to make children more aware of cultural diversity, together with a celebration for each of the festivals celebrated in multicultural Britain. The key worker system is used effectively to liaise with parents and carers, and to monitor each child's individual development and learning. There are good and improving links with the neighbouring first school. There are very effective links with the Speech and Language Unit. Many of the children will attend the neighbouring first school and there are very effective transition arrangements. Parents and carers are fully involved at committee level and encouraged to volunteer in the setting. Admission arrangements are very good, and parents and carers value them. Parents and carers have an opportunity to outline the child's interests and achievements to provide a starting point for the learning journey record and the learning journey folders inform them well about their children's progress. Parents and carers are encouraged to stay when their child starts and say that this is very helpful.

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

The bright, very well resourced and laid-out room gives space for children to enjoy a wide range of learning activities. Well-planned routines maintain security as well

as providing excellent opportunities for children to pursue activities that promote learning and development. The reading area, building blocks and play dough are very well used, particularly for language development by excellent adult interactions through discussion and questions. Children make independent choices from a wide range of resources that covered all areas of learning and development.

Children's creativity is extended, for example, as they enjoy painting and mixing colours outside on the fence. Effective adult interaction allows the children to comment and develop their drawings. Children develop physical and creative skills with the play dough, using a good range of tools, including making a cube and dividing. Older children have free access to the computer and are motivated by the variety of programmes available. The reading area gives good opportunities for children to read to each other and to choose books to be read to them. Excellent relationships are maintained at all times that contribute very well to each child's personal and social development. The outside area is very large, with many different areas. It is well managed and supervised. There is a very wide range of learning opportunities through playing with sand, water, carpenter's workshop and playhouses plus larger apparatus that promote excellent physical and imaginative development. The children enjoy gardening and have learned about planting and harvesting vegetables, fruit and flowers.

Routines and procedures at the beginning and end of each session ensure safety and outstanding care as well as giving opportunities to talk to parents and carers. Children have choice at snack time, fruit and milk or water is provided every day, and a range of other choices. Specific taste and dietary needs are catered for. Children know the routines for washing hands before snack. The snack area is separate from creative areas and good hygiene procedures are adhered to. The structured routines ensure that children understand how to be safe outside, help staff, and develop independence in pouring drinks. During the inspection, activities, such as construction provided an excellent opportunity for adults to work with groups of children and very effectively promoted social creative and language development. The end-of-sessions routines change the tempo and prepare the children for the next series of activities or snack/lunch.

Children make good contributions to self evaluation with key workers recording their comments. In the daily routine, they have responsibilities at snack time for laying the table and passing food. Children are encouraged to choose group activities, such as songs or stories.

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	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	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	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