

# Pipkins Nursery School- Chevening

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY365649
<b>Inspection date</b>	20 May 2008
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### 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*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Pipkins Nursery School - Chevening, is one of three privately owned and managed nurseries. It opened in 1996 and re-registered in 2008. The group operates from the village hall in Chevening, Kent. A maximum of 12 children may attend the nursery at any one time. The setting is open each weekday from 09:15 until 14:45 for 36 weeks of the year. All children share access to an enclosed outdoor play area.

There are currently 21 children aged from three to under five years on roll. All children receive funding for nursery education. The group serves the local and surrounding areas. The nursery currently supports a number of children with learning difficulties and disabilities.

The nursery school employs six staff. Three teachers, hold appropriate early years qualifications and two staff are working towards a qualification. The setting receives support and advice from local authority early years advisors.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children are actively involved in experiences that help them to learn about good health issues. For example, they understand the importance of washing their hands and using paper towels to dry them. Staff implement effective hygiene procedures, which include cleaning surfaces regularly to help to avoid the risk of cross infection. Children are well cared for through effective accident and medication procedures and those with contagious illnesses do not attend the setting which helps to prevent the spread of infectious conditions. Children have opportunities to be active but can also rest and relax, which promotes their sense of well-being.

Children develop an understanding of healthy eating because snacks are nutritious and varied. They are able to choose from options including apples, pears, raisins, oranges and raw vegetable pieces. Children confidently talk about their favourite foods in conversation with staff and one another. For instance they talk about what they had for breakfast before coming to nursery. They enjoy taking turns to help at snack time and all children can access drinking water at any time, which helps to keep them hydrated. Clear agreements are placed with parents to ensure children's individual dietary needs are met.

Children's physical development is supported through the nursery education curriculum. They have access to a spacious outdoor play area where they can play with resources, including a mini-trampoline or balancing equipment to help develop balance and coordination. They do not currently have access to larger apparatus, for example, climbing equipment or wheeled toys to help them to develop their larger muscle skills, although staff are working hard to address this. Children learn about the importance of physical exercise, for instance, as they take part in group games, music and movement activities and action songs. They are provided with many fine manipulative opportunities to help them develop smaller muscle movements.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children's safety is considered well within the setting. Staff ensure they are supervised closely at all times and keep the building secure, which means children can play and learn within safe boundaries. Toys and resources are regularly checked to ensure they are safe and suitable for the children attending. A written risk assessment with daily checks helps to identify and reduce any possible risks of injury to children, although written consent is not currently obtained to take children on local outings. Children learn how to help keep themselves and others safe because staff explain why certain procedures are necessary. For example, they understand why it is important to play with sand carefully to avoid it going into their eyes. They practise the emergency evacuation procedure regularly, which helps them develop a good awareness of personal safety.

Children's welfare and safety is promoted through procedures that help to safeguard them at all times. For example, staff understand the signs and symptoms of abuse and know what to do in the event of a concern. Training updates have been planned and all staff know where to access important up-to-date information. The procedures in place are based on current local requirements. This helps to ensure that the children's welfare remains the group's priority.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children arrive confidently and make themselves at home. They happily involve themselves in a range of stimulating experiences and quickly choose their preferred activities. The nursery environment enables children to identify and select resources independently and the experiences on offer promote all areas of learning. Children enjoy opportunities to take part in art and craft activities, small world play, construction, mark making and role play and can access soft cushions to enjoy looking at books comfortably. They enjoy good relationships with the staff team who spend most of their time playing and talking with them in a relaxed atmosphere. This helps to provide a homely feel. Children can access outdoor experiences, although the area provided is not currently used to its fullest potential. Staff have a good understanding of the range of experiences children need to progress to maximise their development and learning abilities. Children's creations are displayed around the setting which helps to reinforce a sense of ownership and pride in what they have achieved.

Nursery education.

The quality of teaching and learning is good. Children are progressing well through the stepping stones towards the early learning goals. Their learning and achievements are very good in relation to their initial starting points. The staff implement the Foundation Stage requirements well, which helps children progress. They observe and assess children during their time at the setting and a transfer record is then completed to aid the transition into school. Planning is well documented, covers all areas of learning and is differentiated well to ensure the needs of all children are met on an ongoing basis. The next steps in children's learning are used to inform future planning for individual children. Activities are evaluated consistently to establish what is working well and what may need to be improved. This helps to ensure that all experiences are purposeful and promote children's learning effectively.

Children are confident, friendly and co-operative. They interact well with staff and one another and demonstrate independence when choosing activities and following their own interests. They learn the difference between right and wrong and learn to share and take turns. They are motivated by teaching methods that help to keep them focussed, enjoy contributing to group discussions and helping to tidy away at the end of the session. Children are therefore, becoming independent learners.

Children can freely select a variety of tools to make marks in different situations. For instance, some write their names to access a turn on the computer, while others attempt to write on their drawings and paintings. They learn to identify and link sounds during every day activities and recognise simple words in different places around the room. This includes well-labelled resources which include picture prompts and also their own name cards. This helps to develop their pre-reading skills. Children are confident when communicating and enjoy contributing to stories and discussions. They enjoy accessing a variety of books, many of which carry information to help the learning process.

A good range of mathematical concepts are in place and children are gaining confidence with numbers and counting. They practise simple addition and subtraction, for instance, as they count objects during different activities or subtract from 10 on a computer activity. They enjoy activities, such as making symmetrical butterflies, access matching and sorting activities and learn about size, shape and measure. Children have opportunities to represent numbers in

different ways. For example, they have helped to devise a number line and follow a chart which monitors how planted beans grow over time.

Children are actively engaged in exploring living things. For example, they learn about mini-beasts, the growth of caterpillars and learn new words, such as 'chrysalis.' They have adopted a hedgehog called 'Pippy' and engage in meaningful discussions and activities which help them learn about caring for living things. They enjoy planting and growing seeds and learn that these need light to help them grow. Children investigate natural resources, including sand, shells and pebbles and can construct using different materials and resources. The use of the computer, programmable toys and role play resources help them to problem solve and discover how things work.

Children enjoy action songs and join in confidently. They learn about colour, texture, shape and form during activities, including art and craft and through manipulating malleable materials. Role play resources enable children to be creative and make connections as they play. Some enjoy dressing up, while others make tea or become a 'handsome prince.' These experiences help children to represent real life scenarios through their play.

The group plans and provides a very good range of activities, experiences and play opportunities, to develop children's emotional, physical, social and intellectual capabilities.

### **Helping children make a positive contribution**

The provision is good.

Children are cared for according to their individual needs and staff show them equal concern. As a result, they develop a strong sense of belonging. Children learn about the wider world and differences in society through toys, resources and experiences, which promote positive images of diversity. These opportunities help them to learn about the similarities and differences between themselves and others. Children with disabilities and learning difficulties are very well supported by attentive staff who work hard with parents and outside agencies to ensure their specific needs are met. Children are polite and respectful towards staff and one another and effective behaviour management strategies promote their positive behaviour. Staff are good role models who routinely encourage good manners. They offer plenty of praise for individual achievement and good behaviour, which helps to enhance children's welfare and self-esteem.

Children benefit from consistent care between home and the nursery because staff work closely with parents to meet their needs. A variety of information is shared and open evenings and events invite parents to discuss their children's progress. Parents believe staff are friendly and approachable and that their children receive very good care and education. The provider takes positive steps to ensure that parents are kept well informed about all relevant policies and procedures.

The partnership with parents and carers is good. Parents of children receiving funding for nursery education are provided with a range of good quality information and have regular opportunities to view and contribute towards their children's individual progress records. Planning is displayed and parents know they are welcome to visit the nursery to share their special interests and skills with the children. Such opportunities help to reinforce children's enjoyment of teaching and learning concepts.

Children's spiritual, moral, social and cultural development is fostered. They are happy, involved and play purposefully together. They demonstrate a sense of excitement and curiosity as they

explore the environment. Children's social and communication skills are promoted well and they are kind towards one another. They enjoy discussing special events, including their birthdays and have many opportunities to share their home news and interests. Staff listen and respond with genuine interest which helps children feel valued.

### **Organisation**

The organisation is good.

Children are cared for within a well organised environment. They demonstrate good relationships with staff and one another and have free access to a good range of play and learning experiences. Clear systems are in place to ensure the adults working with children are suitable and staff training needs are identified and addressed. Some improvement is required in relation to written consents for outings, although staff supervise children closely and promote their safety at all times. The registration certificate is clearly displayed and the required records are in place and shared with parents. These include daily attendance records for children and staff. Visitors to the setting are also recorded. The range of policies and procedures underpin the group's professional practice and promote children's welfare, care and learning.

The leadership and management is good. Staff apply the Foundation Stage requirements well and clear aims promote the learning and development of all the children attending. Although some improvement is required regarding the use of the outdoor environment and children's physical development, the provision of toys, resources and learning opportunities is good. All children are observed and assessed effectively and good progress is evident. Curriculum plans include all areas of learning and planning is shared with parents. Staff are committed to the children's needs and integrate care and nursery education successfully. The effectiveness of teaching and learning is closely monitored and evaluated along with the overall effectiveness of the curriculum. The setting is forging links with local primary schools, to help support children during the transition into school.

The provider is dedicated towards the ongoing improvement of the provision. This is evident in regular self-evaluation exercises and reflective practice. As a result children receive good quality care and many different opportunities to develop and learn. The nursery provides a professional service. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

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### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- obtain written parental consent to take children on local outings.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to promote opportunities for outdoor play and developing children's physical skills.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)