

Pipkins Nursery School-Bessels Green

Inspection report for early years provision

Unique Reference Number	EY365642
Inspection date	08 July 2008
Inspector	Susan Jennifer Scott
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Type of inspection	Integrated
Type of care	Sessional 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.

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, Bessels Green, opened in 1992 and has been under new ownership since 2007. It provides places for children aged two years to three and a half years when children move to Pipkins Nursery School in Chevening to finish their pre school education. It operates from one room in Bessels Green Baptist Church, in a rural setting on the outskirts of Sevenoaks.

A maximum of 12 children may attend the nursery at any one time. There are 18 children on the register, three of these are funded. The nursery school is open each weekday from 09:15 until 12:00, and opens for some afternoon sessions when there is a large demand, for 36 weeks of the year. The nursery school employs four members of staff. The owner has a teacher's qualification, three staff hold NVQ level 2 or 3 in early years care and education. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean and tidy environment where there are good routines to ensure toys, resources and equipment are clean and hygienic. They participate in routines, activities and topics that enable them to learn the importance of good hygiene and healthy living. For example, staff prompt children to wash their hands and to use tissues whenever this is necessary, as a result, children's understanding of, and competence in hygiene routines is good. However, children wash their hands in a bowl of shared water after painting in the main room which others use rather than using fresh water from the tap.

Children particularly enjoy using the outdoor areas which are available for nature activities or play and exercise regularly. They access physically challenging activities when they make regular use of the garden. Children move competently, steering bikes and pushing the doll in the buggies; they respond enthusiastically during singing sessions when they perform action songs. They have suitable outdoor clothing such as sunhats or boots, enabling them to learn how to dress appropriately for the weather.

Children enjoy the social opportunities at snack times when they all sit at the same table and have good conversations with other children and staff about the foods they like. They are encouraged to try new foods such as mangoes; this encourages them to try new foods and those who do not are always provided with an alternative snack such as raisins or rice cakes. Children develop good manners through the prompts given by staff when they offer or receive foods and drinks.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children arrive happily and settle well. They enjoy their play in a warm and welcoming environment decorated with pictures and displays of their work showing that staff value children's contributions. Children are unable to leave without a suitable adult as security of the premises is good.

Children have easy and safe access to a varied range of imaginative, safe resources which are carefully selected to stimulate them. Resources are skilfully used to enable the children to initiate their own play and all the children are interested because staff support their play and learning effectively. For example, a staff member dims the lights to allow a child to use the torch and observe the effects of the beam shining. There are sufficient numbers of child sized chairs and tables to allow children to play in flexible groups.

Children are cared for in a bright and clean environment. They move around safely due to the good organisation of resources, even though space is limited. Children benefit from good security in the nursery; there is a secure entry system at the entrance and staff ensure there is good supervision when they use the outdoor play areas. Children are kept safe by systems used to check the equipment and toys, and the use of effective cleaning routines.

Children's welfare and safety is supported by clear 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. The procedures in place are based on current local requirements

and supplemented by a selection of relevant information for the guidance of staff. This helps the nursery to promote the children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children who attend the setting are confident and secure. They learn from a varied range of planned activities and spontaneous activities using interesting resources which provide choices and challenges. Children have relaxed relationships with the staff who have good conversations with them. The organisation of the sessions is successful, providing a good balance of individual choices, small group and whole group activities. Children readily participate in whole group times which are positive experiences because the group is small in number and made up of children of similar ages.

Staff are particularly expert at asking open ended questions, encouraging children to discuss their experiences and ideas. For instance, children are prompted to talk of their experiences travelling on trains when using the dough. This is effective in helping staff get to know and understand the children and enabling them to build upon the confidence and self-esteem of children. This also encourages children to develop their vocabulary and extend their thinking skills. Staff are successful at identifying the interest and motivation of individual children and are guided by this which results in support for activities which are tailored to meet the needs of individuals. However, staff do not utilise the information on children when they enter the group to fully support their plans and enable progress.

Nursery Education.

The quality of teaching and learning is good. Staff are familiar with the Birth to three framework and Foundation Stage and deliver a range of activities that cover all areas of learning. As the majority of children in the room are around three years of age and the group is small staff are able to ensure that funded children are well stimulated and challenged. Staff evaluate the activities and identify children's general responses. The children's assessment records note their progress and staff know children well so that they can plan meaningful experiences for them. Some staff have a very good understanding of the Curriculum for the foundation stage but not all staff use this confidently to in track the children's progress towards specific targets in their play and learning. However, all children are making good progress.

Children make good progress in their personal, social and emotional development. They are encouraged to put away resources they use and to help serve the snacks, developing a sense of responsibility and independence. They understand that taking turns with resources is fair, developing skill in turn taking. They learn about a variety of foods, using the story of 'Handa's Surprise' and this helps them develop a greater understanding of cultures. Children enjoy listening to stories and are encouraged to become involved in these through the skilful questions asked by staff who effectively prompt their thinking skills. Staff make regular opportunities during play to enable children to learn the correct mathematical names for shapes and most children know their colours because staff regularly make reference to these. There is equipment that helps children match, weigh and sort and this successfully builds upon their understanding.

Children love to explore and examine resources and equipment such as the torch. They grow plants and observe insects in the garden, learning an appreciation of nature. They use a range of construction toys to build self chosen designs and staff skilfully support this, providing language such as 'gap' when describing the missing track. Children use the computer with

competence and enthusiasm, and staff support their access to the software programmes which extend their understanding of life.

Children use a variety of hand held tools with increasing dexterity. Their fine motor skills are developing well because they benefit from using a selection of pencils, crayons, glue spreaders, scissors and paintbrushes in everyday activities. Children enjoy role play and are encouraged to use their imagination successfully in a variety of activities. They learn about planting rice and staff teach them songs about this which most children join in enthusiastically performing the actions with small grains of rice. They regularly use the garden area which gives them good opportunities to discover what they can do with their bodies.

Helping children make a positive contribution

The provision is good.

The images in the nursery reflect a positive, multi-cultural ethos, helping children appreciate diversity. Children benefit from the supportive and caring relationships which staff develop, increasing children's sense of trust and help them develop a strong sense of self. Children's spiritual, moral, social and cultural development is fostered.

A particular strength of the nursery is the skill with which staff support individual children with learning difficulties. Staff work in cooperation with other agencies when this is beneficial for the children. They have clear targets to enable children to make progress and are constantly alert to children's individual needs, giving good guidance, support and direction in a sensitive manner.

Children generally play harmoniously together and staff manage their behaviour positively, taking their age, stage of development and level of understanding into account. Children respond positively to the praise and encouragement they are given, showing a sense of pride when their achievements are acknowledged. Staff periodically remind children of the rules and children demonstrate that they know what is expected of them and they clearly understand the difference between right and wrong.

The partnership with parents is good. The well written policies and procedures are always available for parents and there is a notice board with information that is of interest and use to parents and carers. Parents speak very highly of the staff and report that they always feel able to speak to any member of staff about their child's achievements and progress. They chat easily with staff when they drop off and collect their children. Several parents comment that they appreciate the small, homely environment and feel this enables their children to make good progress. Staff keep records for all children and parents can see their children's assessment records at any time. Staff work closely with parents by listening and acting upon reasonable requests to help children's educational development.

Organisation

The organisation is good.

The provision meets the needs of the range of children for whom it provides. Children benefit from an organisation which has good systems in place to support and value their contributions. Systems for induction, training and regular staff meetings are in place. As a result, there are good policies and procedures in place to meet the National Standards. Consequently, children benefit from a staff team that have been checked and have a secure understanding of the

procedures and policies. The required documentation is all in place, although not all the policies and procedures have been updated since the recent change in ownership.

Leadership and management of the setting is good. Children benefit from a strong staff team who share common aims. Staff work closely together to ensure the effective delivery of the programme and children experience good support. There is effective guidance from the manager and owner, enabling staff to be clear about their roles and responsibilities. The staff use the Birth to three framework and the Curriculum guidance for the foundation stage to plan and provide a balanced curriculum. Children benefit from measures to develop and improve the provision. For example, the registered person and staff have plans to develop their use of the Early Years Foundation Stage. Staff monitor and evaluate the programme and note these on the plans, although there is no formal process to ensure they can all contribute to the system and extend their involvement in improving the play and learning opportunities for children. This is changing with the Early Years Foundation Stage.

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):

- develop a method of observing and assessing children that allows staff to measure progress after entry to the nursery
- ensure all policies and procedures are reviewed with new ownership noted.

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 developing methods for involving all staff in planning, using their observations and assessments of children's development (also applies to care)

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