

Deddington Village Nursery

Inspection report for early years provision

Unique reference number	EY330247
Inspection date	14/09/2010
Inspector	Tom Radcliffe

Setting address	Hempton Road, Deddington Road, Oxfordshire, OX15 0QH
------------------------	--

Telephone number	01869 337383
-------------------------	--------------

Email

Type of setting	Childcare on non-domestic premises
------------------------	------------------------------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Deddington Village Nursery is run by a limited company. It re-registered in 2006 having run previously on the same site under a different name. The nursery operates from a single story portacabin on the outskirts of the village with an enclosed garden for outdoor activities. A maximum of 16 children may attend the nursery at any one time of which no more than 16 can be in the early years age group. The setting opens Monday to Friday during school term time, from 8.30am to 3pm, with occasional sessions operating in the holiday period from 8.30am until 3.30pm. There are currently 20 children in the early years age group on roll. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision generally accepts children from the age of two years until they move up to the Partnership Foundation Stage Unit in the September after their third birthday. The setting provides nursery education, for those children who are eligible, until they move to the Foundation Unit. At the time of the inspection there were no children receiving funding for nursery education. There are six staff who work with the children; of these, four have appropriate early years 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 setting is highly child-centred and works with a good understanding of the individual needs of each child. This ensures that their learning and welfare needs are given good attention. Children thrive in the setting as they access interesting and enjoyable activities, which promotes their development and allows them to become independent and make choices. The setting has good partnerships with parents and other settings which help to ensure that most children make good progress. The provider has effective self-evaluation in place which enables the setting to have an accurate understanding of its strengths and areas requiring development. This allows the setting to plan for improvements and so enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop the use of assessment information when devising learning journeys to ensure that all children make the expected progress towards early learning goals.

The effectiveness of leadership and management of the early years provision

The setting makes well written and concise policies and procedures available to all parents. This ensures that it is managed safely, efficiently and in the interests of all its users. Children are safeguarded at all times as experienced staff work with a good understanding of procedures which they consistently implement. All staff are vetted for suitability and they supervise children well giving attention to effective working practices. Children are able to play safely in an environment that has been thoroughly risk assessed to ensure that any potential hazards are minimised. This promotes children's independence as they make decisions about what they want to do and greatly contributes to their confidence and self-esteem. As a result, children play freely both indoors and outdoors, which impacts on their learning and development. Children's good health and well-being is promoted by staff, for example, in cases of illness or minor injuries.

The provider has an accurate understanding of the work of the setting through the use of effective self-evaluation. This allows the setting to carefully analyse what it does and provides an opportunity to build on good practice and to set targets for future improvements. The manager ensures that all parties are involved in self-evaluation, including parents and staff, which increases the effectiveness of target setting and establishes clear priorities. There have been improvements made since the last inspection. The setting values and promotes very positive partnerships with parents. This is valued by the parents themselves and underpins the setting's effective work with children. In addition, the setting understands the importance of partnerships with other providers and settings which supports children's ongoing learning and development.

Child play in a very spacious, attractive and well organised environment. Resources are in place to support all areas of learning and development with staff deployed to respond to the needs of the children. Staff are very skilful as they support the choices that children make and the freedom they give children to direct their own play and learning experiences. As children play staff make appropriate interventions to enhance children's learning, make suggestions and offer advice. The setting promotes inclusive practice at all times and treats each child as a unique individual with the capacity to make progress and do well. Staff show a good understanding of the need to meet children's individual needs and to ensure that children are given opportunities to appreciate their diverse world. The setting works very effectively with children who may have additional learning needs as early identification and individual plans are established to meet their needs and promote their development.

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

Children make good progress while in the setting as they take part in appropriate learning opportunities which are mainly child led. The setting has effective

procedures in place to understand children's starting points and staff use careful observations to gain an understanding of the progress that children make. Staff use this information to decide what children's next steps in learning should be while always paying very close attention to what children are interested in and what motivates them to play. The setting uses written records of children's achievement to ensure that their progress towards early learning goals is tracked. This helps to ensure that children access play experiences which offer challenge and enables them to build on what they can already do. All staff support the individual choices made by children, as a result children select dressing-up resources, use construction sets and information and communication technology (ICT) equipment. Children respond well to adults as they become involved in their play. This presents valuable learning experiences for the children, for example, when mark making children learnt about shapes and colours as well as about letters and sounds. While playing with a tray of baked beans staff encouraged children to describe and talk about what they felt. This prompted an interesting exchange of ideas as children thought about the best words to describe their experiences. Children also enjoy working with an adult-lead as they share books, have conversations together and take part in outdoor activities. Children are able to develop their physical skills through a range of activities and gain a good understanding of number and value through their play. In addition, children use their creative skills and imaginations at all times and are given good opportunities to develop their language skills. Adults engage children in conversations and ask pertinent questions, which builds children's ability to communicate. The setting has a very good understanding of the Early Years Foundation Stage and of how young children learn through direct experiences and play. The setting is introducing an updated system that uses assessment information to create individual plans and learning journeys. This development is timely and needed to ensure that children make their expected progress.

Children's welfare is promoted very well by the setting. All children are safeguarded and have an age appropriate understanding of their own safety and that of others. Children's behaviour is excellent as they show a very positive attitude to others and a willingness to share, take turns and listen to each other. Staff play an active part in promoting this positive social environment. Staff allow children to have an understanding of the varying needs of other children, for example, that older children may be more competent at certain things than younger children and that all children show a range of skills and aptitudes. This takes place as children of all ages play together. In addition, children develop their ability to concentrate and understand that different activities require different responses, for example, while playing outside or at snack time.

Outcomes for children are promoted very well by the setting. Children thoroughly enjoy what they do as they make choices, use their imaginations and have conversations with adults. Children enjoy exploring their play environment and use their time very well when in the setting. Children also feel safe and have an understanding of keeping themselves safe, for example, as they play outdoors. Children's relationship with adults is very good and this security promotes all aspects of their learning and development. Children learn about healthy lifestyles and choices as they talk about what they eat and enjoy exercise. In addition, children have a positive attitude to the challenges that they face and respond very

well to expectations that are placed on them. Children generally acquire skills and abilities which are appropriate to their age and their progress ensures that most children are prepared well for future learning needs.

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	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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