

Great Totham Nursery

Inspection report for early years provision

Unique reference number	404897
Inspection date	25/03/2011
Inspector	Jenny Howell

Setting address	Great Totham Village Hall, Colchester Road, Great Totham, Maldon, Essex, CM9 8ED
Telephone number	07960947931
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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

Great Totham Nursery is a committee run nursery. It opened in 2000 and operates from a large village hall in Great Totham, near Maldon. The nursery is open five days a week during term time only. Morning sessions are from 9.30am until 12.30pm Monday to Friday, offering a lunch club until 14pm on Monday and Friday. Afternoon sessions are from 12.30pm until 15.30pm on a Tuesday, Wednesday and Thursday, when children also have the option to stay all day.

The nursery is registered on the Early Years Register to provide care for 26 children at any one time. There are currently 58 children aged from two to under five years on roll. The setting supports a small number of children with learning difficulties and/or disabilities and who speak English as an additional language. 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 is very effective in meeting the needs of all children in the Early Years Foundation Stage. All children make good progress in their learning and development. Staff work well together to ensure that children are safeguarded and have their individual welfare needs met. Good relationships are developed with parents and other early years professionals in order to ensure all children receive high levels of support.

What steps need to be taken to improve provision further?

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

- create an environment rich in print, and display numerals in purposeful contexts.

The effectiveness of leadership and management of the early years provision

All the required policies are in place in order to support the smooth running of the nursery, and these are well understood by all staff. Good procedures are in place in order to safeguard children. These include robust staff recruitment and vetting procedures, which ensure that all staff undergo checks through the Criminal Records Bureau and take part in a thorough induction process. Detailed risk assessments of all areas used by children are carried out, including the outdoor area. Staff also assess the potential dangers of any outings and take appropriate action to minimise hazards.

Most staff hold recognised early years qualifications and all staff are supported in attending additional training. This helps to ensure that children are cared for by

staff with a very good understanding of how children learn and develop. Good use is made of staff to support the everyday routines of the nursery. For example, staff work flexibly in order to provide children with access to the outdoor area throughout each session.

Very good use is made of the space available in order to provide children with a wide range of learning opportunities. The large hall is organised to create a welcoming environment, with space to exercise and move freely, as well as areas to sit quietly and enjoy sharing a story. All resources are of a good quality and are well maintained by staff.

A detailed self-evaluation form is in place. This has allowed the nursery to reflect upon what it has done well, as well as identifying areas for development. These are realistic and are focused upon improving outcomes for children, with particular focus on inclusion and meeting individual needs. Effective action has been taken to address the areas for development raised at the last inspection, with improvements made use of the outdoors to enhance children's learning, and to documentation.

Very good links are developed with parents. They are welcomed into the setting daily, and are free to talk to staff at any time. Staff provide good levels of support to parents, and make themselves available to talk at length. Regular consultation meetings keep parents up-to-date with the progress their children are making and progress records are available to view, or take home at any time. Good use is made of the expertise of other professionals, such as, occupational therapists or early years advisors. This helps to support the nursery in providing appropriate care for individual children as well as raising the standards of care and education for all children.

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

Staff are very effective in supporting children's learning and development. They do this through good organisation of the learning environment, in order to provide stimulating activities, covering all areas of learning. Though, there is a lack of text and numbers on display for children to use in context. Staff make sensitive observations and assessments of what children can do. Good use is made of this information to plan and provide activities which will help individual children make good progress towards the early learning goals. Staff also support learning through their interactions with children. Asking and answering questions as well as praising children warmly for their efforts and achievements.

Children enjoy learning and make very good progress. They are able to work both independently and with others, concentrating for extended periods of time. Free access to a wide range of activities supports children in becoming active learners and encourages them to be imaginative in their play. All children enjoy participating in the activities available and are developing an understanding of sharing and taking turns. Children become good communicators as they talk about items they have brought in from home, or act out stories with puppets. They have

regular access to information technology equipment, including a computer and programmable toys. Children develop a good understanding of the world around them, both through walks around their local environment, and weeks themed around different countries, including Russia, China and Spain.

Children behave extremely well. They understand and follow the rules which are in place for their safety and can talk, for example about the reasons for handling scissors safely. Children enjoy the company of staff and feel safe and secure in their company. Children receive comfort when they are hurt or upset and enjoy cuddling up to share a book or song together.

Children are becoming extremely independent in managing their own hygiene routines. They take themselves to the toilet confidently, with support available when needed. Many children are able to remember when to wash their hands and all respond well to gentle reminders from staff. Children have daily opportunities to exercise and are beginning to understand the link between food and their health, talking, for example about eating breakfast to make sure they have enough energy. Healthy snacks and free access to fresh drinking water are provided by staff who also support parents in supplying healthy packed lunches.

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	2
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	2

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	2
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

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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