

Little Acorns @ Winlaton West Lane Community Primary School

Inspection report for early years provision

Unique Reference Number	EY363038
Inspection date	16 July 2008
Inspector	Kathleen Snowdon
Setting Address	West Lane Community Primary School, West Lane, Winlaton, BLAYDON-ON-TYNE, Tyne and Wear, NE21 6PH
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Registered person	The Governing Body of Winlaton West Lane CP School
Type of inspection	Integrated
Type of care	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.

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 outstanding.

WHAT SORT OF SETTING IS IT?

Little Acorns nursery was registered in 2007. It is located in Winlaton West Lane Community Primary School and is run by the Governing Body. The nursery is close to all facilities, including other schools and nurseries. Children are accommodated in one classroom and use two other classrooms on a regular basis. There is access to a fully enclosed outdoor play area.

A maximum of 26 children aged from three to five years may attend at any one time. Currently there are 35 children on roll and all receive funding for nursery education. The nursery operates Monday to Friday from 09.00 to 12.15 and from 13.00 to 15.15 in term time only. The children on roll live in the local and surrounding communities and the nursery is staffed by a qualified teacher and nursery officers.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Appetising meals offer the children the nourishment they need to grow and develop. These include dishes such as baked potatoes, pasta and salad. During mealtimes the children are very well supported by staff, who help them to eat and use cutlery. As a result the children are developing important skills that enable them to become increasingly independent. As well as this, nutritious snacks of sliced fruit, offered mid-morning and afternoon, encourage the development of healthy tastes and preferences.

Highly appropriate arrangements are in place to deal with sick children and these help to minimise the spread of common illnesses and infections. Alongside this, effective routines, like hand washing before meals and after using the bathroom, teach the children about basic personal hygiene. This is consolidated by the worthwhile discussions staff initiate with the children. For example, they talk about how germs cause illness, to help children to make the link between cleanliness and good health.

The children have excellent opportunities to be active. For instance, outdoors they run around freely improving their stamina and overall fitness in the process. They use a range of different movements as they push, pull and propel transport toys, perfect their hand-eye coordination as they pretend to build 'houses' using mini-tools and bricks and learn balance and control as they clamber up and weave through climbing frames. These experiences show the children that exercise is fun and gives them ample scope in which to enjoy themselves.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Sound advice is given to the children from vigilant staff who supervise them very well. For example, when children initiate potentially dangerous actions, such as repeatedly opening and shutting cupboard doors, staff are quick to intervene, giving the children clear and sensible information about possible consequences. This practical and highly effective approach raises children's awareness of risk and helps them to understand that they have a part to play in staying safe.

Bright, welcoming, well-maintained and well-lit rooms mean that the children spend their time in pleasant and suitable environments. Play areas and equipment are easily accessible to the children so they are able to choose where to play and what to play with, encouraging decision making and planning. Ongoing cleaning and checking routines keep the developmentally appropriate toys and resources in good condition and ensure that the children handle items that are fit for purpose.

Rigorous staff recruitment procedures and the staff's very good awareness of safeguarding children issues protect children from unsuitable people. As well as this, children are kept safe by other measures, such as recording visitors and keeping external doors locked during the hours of operation, allowing staff to monitor who has access to the children. Other worthwhile routines, such as regular fire drills, teach children how to stay safe in emergencies.

Helping children achieve well and enjoy what they do

The provision is outstanding.

There is excellent scope for children to make progress in all areas of their development. They evidently thoroughly enjoy their time in nursery, looking enthusiastic and excited on arrival. They separate from parents and carers easily and without distress and immediately become absorbed in a task of their choice. Their levels of concentration are very good. They persist and make very good efforts to finish what they have started, when they complete puzzles and jigsaws, for example. This promotes the development of positive personal qualities, such as tenacity and determination.

Relationships between children and the staff are excellent. The children like to laugh. They practice jokes and tell stories that they find amusing, revealing their growing sense of humour as they do so. Staff show their appreciation, which instils in the children a sense of self-worth. The children receive the staff's complete attention during their time at nursery. Consequently, the children are confident, secure and very well settled. Trusting and positive early relationships like these enable children to form sound, subsequent relationships and make them highly receptive to new skills and learning experiences.

Nursery Education.

The children have very good opportunities to relate their ideas and to recall recent experiences. For example they discuss exciting events, like weddings, spontaneously and during group activities with other children and adults and in doing so refine and promote their communication and language skills. They are avid listeners especially to a well-told, favourite story like 'The Very Hungry Caterpillar', which enthral and captivates them and shows them that text carries meaning.

Excellent opportunities exist for children to practice mathematics. For example, as they sing songs, such as 'One, Two, Three, Four, Five' and 'Five Little Speckled Frogs' they learn to count in sequence and how to subtract. They correctly use quantitative and comparative language like 'heavy', 'lighter' and 'longer' during planned and self-initiated tasks, for example, when they weigh and measure during water play and construction activities. This enhances the children's understanding of mathematical concepts.

The children love to role play. Playing with and alongside their peers, they alternate between pretending to be doctors and patients and use interesting props, such as stethoscopes and bandages that help them to get further into the part. Opportunities like these allow the children to use their imagination and practice important social skills like turn taking. Occasionally the children introduce music into their play using the wide range of musical instruments available to them. This enables them to express their creativity and experiment with sound.

The quality of teaching and learning is outstanding. Staff's understanding of the Foundation Stage is excellent. They use this knowledge and their deep insight about individual children that are based on regular observations to plan activities that appeal to the children's interests and preferences. These offer children a wide range of different experiences, keep them absorbed and engrossed and help them to make excellent progress towards the early learning goals. Sensitive and skilful teaching methods elicit responses from even the most reserved children; every reply is treated with respect, showing the children that their participation is highly valued.

The daily routine is very well balanced with excellent opportunities for children to pursue spontaneous activities, when they use twigs to mix soil into rain water, for example. Highly

observant staff seize these opportunities to talk to the children about related issues, such as growth and the weather. This encourages the children to think and enables them to fully explore the task in hand. Excellent use is made of the indoor and outdoor environments. Both areas are very appealing and provide children with stimulating environments that support and extend their learning.

Helping children make a positive contribution

The provision is good.

All the children are treated with equal concern. Staff know each child's needs and preferences very well and so children are cared for and taught in an atmosphere that values individuality and respects difference. Children have very good opportunities to learn about other cultures. For example, they study the language and traditions of countries such as France, to increase their knowledge and understanding of the world. As well as this they handle resources that reflect all aspects of diversity, though the range is fairly limited.

Children's spiritual, moral, social and cultural development is fostered. The children behave exceptionally well through the highly skilled way in which staff guide and direct them. Consequently, the children are learning right from wrong and acquiring high levels of self-discipline. Highly effective rules, which urge children to 'be kind' and 'use manners', teach children to be considerate and respectful. Underpinning all of this is the excellent example set by staff throughout the setting who treat all children and adults with the utmost regard.

Partnership with parents and carers is outstanding. Parents have excellent opportunities to communicate with staff, either in face to face daily discussion or through the nursery website, which also provides parents with a very good overview of the nursery itself and important information about recent events and projects. This information is also contained in very good quality written form which all parents receive a copy of. Parents have very positive views of the staff. They describe them as 'friendly', 'professional' and 'approachable'. They rate the service they receive as 'fabulous' and say that it is 'superb value'.

Organisation

The organisation is good.

All essential records are in place. They are well organised, readily available and stored securely on site to protect confidentiality. Documentation is amended as soon as changes occur keeping information up to date and accurate. Staff are very well informed about the particular records that need to be retained and they are aware that Ofsted must be informed of significant events and changes.

Staff give good priority to children's well-being, demonstrated in the effective way in which staff are deployed. Children are never left unsupervised with people who have not been vetted. This means that the children can safely enjoy the many interesting visitors that come to the group, such as fire fighters and road safety officers.

The leadership and management of the nursery provision is outstanding. All staff have a very clear understanding of their roles and responsibilities and they work well as a team, this contributes to the smooth and very well organised way in which the nursery operates. Parents' opinions and observations are sought and this excellent partnership with parents supports the effective way in which staff make assessments of the children's progress.

All staff hold appropriate qualifications. As well as this they take part in further training relevant to their work, such as first aid and safeguarding children, to keep them well informed. Staff are exemplary role models. They have very high expectations of the children and are committed to helping them reach their full potential.

Overall the provision meets the needs of the range of the 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):

- continue to promote equal opportunities, for example, by extending the range of equipment that reflects positive images of gender, disability, culture and ethnicity.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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