

Prior Heath Nursery & "K" Club

Inspection report for early years provision

Unique reference number	EY349088
Inspection date	18/05/2011
Inspector	Heather Morgan

Setting address	Prior Heath School, 4 Prior Road, CAMBERLEY, Surrey, GU15 1DA
Telephone number	0127 628 647
Email	PAchildcare@hotmail.co.uk
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

Prior Heath Nursery and 'K' Club is privately owned by PA Childcare Ltd. It was re-registered in 2007 as a limited company, but has been in operation since 1997. The nursery and club are situated in the grounds of Prior Heath School in Camberley, Surrey and consist of two units called Butterflies and Ladybirds. Children have use of an enclosed outdoor play area, and suitable toilet and kitchen facilities are available.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery provides care for up to 48 children aged between two and the end of the early years age range, at any one time. It is open each weekday during school term times. The Ladybirds unit runs sessions from 9.00am to 2.00pm, and the Butterflies unit runs sessions from 9.00am to 12 noon and from 12 noon to 3.00pm, with some children attending both sessions. The 'K' Club provides before and after school care for children aged from three to under eight years. It is open each weekday during school term times from 8.00am to 8.40am and from 2.50pm to 5.30pm.

There are currently 82 children in the early years age range on roll. The nursery receives funding for the provision of free early education for three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

A team of 17 members of staff work with the nursery children, 11 of whom hold appropriate childcare qualifications. One member of staff holds Early Years Professional status and another two are working towards an early years foundation degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The whole staff team work together very effectively to identify and meet the individual needs of each of the children attending; consequently all children make very good progress in their learning and development. The excellent communication and regular evaluation of their practice ensures the staff constantly strive to improve outcomes for children. Children are very safe and secure at the nursery as staff diligently implement well-established procedures to keep children safe as they move between the indoor and outdoor play spaces and between the nursery and host school. Highly effective partnerships with parents cement strong links between home and the nursery, which have a very positive impact on children's learning and development. Overall, the effective partnership with other professionals further supports staff in meeting children's individual needs.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- strengthening systems to develop further the two-way flow of information with other early years providers to promote consistency in supporting children's learning and achievement.

The effectiveness of leadership and management of the early years provision

Children's safety and security are given the highest priority. Very robust recruitment and induction procedures ensure that all staff working with the children are suitable to do so. There are extremely effective procedures in place which are implemented well to ensure children move safely between indoor and outdoor play areas and also when transferring between the 'K' Club and school. Staff have a clear understanding of their roles and responsibilities in keeping children safe and a very good awareness of the steps to take in the event of any concerns. Children develop an excellent understanding of keeping themselves safe. They use resources carefully and help to tidy their toys away to keep play areas safe. They are confident and relaxed in the company of familiar members of staff.

Staff carefully plan a wide range of activities that interest and engage the children well. There is an excellent balance between adult-led activities and those that the children initiate themselves. Consequently children engage in purposeful play throughout the day and their progress and development is supported very effectively. The staff team are experienced and have a secure knowledge of how children learn through play. This enables them to be flexible and respond to spontaneous events and children's changing interests. For example, they quickly adapt their planned activities to respond to significant changes in the weather when it snows.

The team of part-time staff communicate very effectively together and meet regularly to reflect upon and evaluate their practice. They have a strong commitment to improving outcomes for children and constantly strive to develop their practice. They access training to support their own professional development and keep their knowledge up to date. They enthusiastically introduce new ideas and routines to find out what works best for the children in their care. For example, they have trialled different ways to offer children their snacks and experimented with afternoon session routines to help children settle and enjoy their lunch.

The nursery is extremely well equipped with good quality resources that children can access independently. Staff make excellent use of their premises to maximise children's learning opportunities both indoors and outdoors. For example, they use the school hall and playing field to provide children with a wide range of physical

play activities. Each unit has an enclosed outdoor play area so that children can freely choose to access activities outdoors as well as indoors. Staff are deployed effectively to support children's independent play choices and to encourage their learning and development.

Activities are planned in a way that clearly focuses on each child's prior learning so that they are consistently building on what they already know and can do. Great care is taken to accommodate different styles of learning, such as offering learning opportunities outdoors as well as indoors, which engages the interests of boys particularly well. This individual approach to learning ensures that every child receives appropriate support and challenge to encourage them to achieve their full potential.

Excellent partnership working with parents has a very positive impact on children's learning and well-being. Children settle extremely well and parents have great confidence in the skills of the staff team. Staff exchange information with parents regularly, using a variety of methods, both formal and informal, and this supports staff in tailoring children's learning to their individual needs and interests. Parents take a great interest in their children's development and often participate in activities at home that extend children's learning, linked to the current nursery themes. Other carers, such as nannies and grandparents feel very welcome and involved with the nursery.

There are very good links with local schools that support children during times of transition. Although there are some links with other providers of early years services, these are less well-established. Links with other professionals work well to support children with additional needs.

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

Children are developing very healthy lifestyles as they relish regular opportunities to play outdoors in the fresh air and exercise their bodies. They talk knowledgeably about the need for good personal hygiene to prevent them from spreading germs. They grow vegetables and use them to prepare soup as they learn about healthy eating. Children use equipment safely. For example, they use knives with great care when cutting their fruit. They enthusiastically participate in routines such as tidying up to keep their play areas safe and take account of potential hazards when manoeuvring their wheeled toys outdoors.

Children develop very good friendships with one another and often choose to play co-operatively in small groups. They demonstrate a good understanding of right and wrong and are able to resolve minor conflicts without adult support. They enjoy learning about each others' traditions, cultures and celebrations.

Children are making very good progress in their learning. They are confident, independent and very proud of their achievements. They use language well to organise their play and share their thoughts and ideas with each other and with

adults. Children have a real interest in books and stories, often revisiting them in their play. For example, children spontaneously act out the story 'We're going on a Bear Hunt' when playing outdoors, using a range of resources to create props for their story. They particularly enjoy sharing familiar books from home and confidently re-tell the stories to other children, using the illustrations in the books to help them sequence events. Children use number and other mathematical language in their play. For example, they count to twenty and beyond and work out how many children are attending each session. They recognise numerals and make comparisons between the length and height of the models they construct.

Children love to explore natural materials outdoors. They investigate the properties of water, wet and dry sand; they grow plants and observe the life cycle of frogs. Children confidently use the computer and a wide range of large and small construction materials. Children develop a range of physical skills as they climb, balance and move to music. They enjoy making music and creating colourful artwork with a range of materials. For example they make collages, paint and make patterns with marbles.

Children are enthusiastic and have an excellent disposition towards learning. They are all supported well in their individual progress and are building firm foundations for their future learning.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

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