

Eaton Mill Nursery

Inspection report for early years provision

Unique reference number EY319429
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Inspector Isobel Randall

Setting address Eaton Mill Primary School, Saffron Street, Bletchley, Milton Keynes, Buckinghamshire, MK2 3AH
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Type of setting Childcare on non-domestic premises

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.

Description of the setting

Eaton Mill Nursery and After School Club registered in 2005. They operate from within Eaton Mill Primary School, Bletchley, Milton Keynes. The nursery unit has use of their own rooms with direct access to an outside play area. The after school club use designated areas within the school. Children attend from the school and the local community. The nursery is open from 07.30 to 18.00 for 50 weeks of the year, and the after school club opens 07.45 to 08.55 and 15.15 to 18.00 five days a week during term time. The club is registered to take 70 children. There are currently 115 children attending the nursery unit between the ages of two years and five years, with 60 in each session. Of these 87 receive nursery funding. The after school club have 37 children on roll between the ages of four years and 11 years of whom seven are in the school reception class. Staff in the after school club are recruited from teachers and qualified teaching assistants in the school. The ten staff working with the children in the nursery are all suitably qualified, all at least to NVQ level 2, with the leader holding NNEB and Early Years Practice level 4, and four others holding a level 3 qualification. All are currently undergoing further training. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The quality of provision is outstanding overall. Children's excellent progress in both learning and development is the result of the managers' and staff's shared commitment to meet individual needs. They achieve excellent knowledge of every child through their strong relationships with the children and their parents. Children are very happy in this exciting environment with its atmosphere that celebrates their achievements. In the outstanding after school club, children from the school Reception year group flourish because of the staff's close liaison with school staff. They share assessment information so that planned activities and resources meet the children's needs. The manager constantly reviews practice to seek improvement.

What steps need to be taken to improve provision further?

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

- develop foundation stage assessment and planning in the nursery by holding termly discussions with parents to share evidence of children's interest and progress

The leadership and management of the early years provision

All staff under the expert leadership of the early years and nursery managers collaborate effectively to provide a varied, exciting and well-balanced curriculum.

They are committed to self improvement through training to higher levels supported by in house sessions, making them reflective in planning their approach to children's development. The nursery uses its very close links with the primary school to maximise its resources, environment and administration, and especially to promote children's ease of transition into Reception. Parents, regularly asked for their views about the running of the nursery, are overwhelmingly supportive. They are welcomed into the nursery at any time. Through home record books completed both by staff and parents, they share written information and photographic evidence of the children's development.

Staff share half termly tracker records with parents, inviting their comments. An open day every term gives parents a more formal opportunity to experience a session and watch a performance by the children. Some parents find it difficult to attend this because of other commitments, and have asked for appointments outside work times to look more closely at their children's detailed foundation records. Recognising that this may be needed by some parents, the nursery are planning to do so. Parents, greeted every day when they bring the children, have clear access to the comments book and complaints book that they can use if they do not wish to talk directly to staff. All essential information such as the comprehensive range of policies, curriculum plan details, food for the day, certification and registration are on display. The nursery's excellent links with the school, with the local authority and with other agencies help the children to make a smooth transition into reception, while such partnerships promote strong support for children with identified learning difficulties and those with disabilities.

Safety arrangements are exemplary. Children's safety is assiduously protected through comprehensive systems in place to prevent incidents and to deal with any issues that may arise. All documentation is complete in order to promote the children's welfare and keep them safe. All staff are trained in first aid for children. Recruitment and vetting procedures are rigorous in ensuring that adults are suitable to work with children. All child protection arrangements are in place. Risk assessments are completed and followed for all relevant activities and visits. The site is completely secure. Improvements recommended at the last inspection, to the recording of detail in the accident book and to arrangements for parents to collect children, have been implemented in full.

The after school club is also outstanding, with excellent procedures for liaison with parents and with school reception staff, so that children's experiences and achievements are shared and activities planned to meet individual needs. The setting shares the school's rich facilities so that children enjoy a wide free choice of activities. Systems in place ensure that children are completely safe, and parents' comments show their complete satisfaction with the provision.

The quality and standards of the early years provision

The quality of provision for early years children is outstanding in every respect, so that children flourish in every aspect of their development. Parents state that children love coming to the nursery where they enjoy the rich variety of activities and resources. They are encouraged to develop independence by choosing for

themselves. Staff engage children in discussion that broadens their reasoning and language skills. Their fast progress in literacy arises from the many opportunities they have to share books and to write. Children quickly learn to recognise their written names by signing in for themselves, for example choosing their own names and hanging them on the attendance tree. They also make rapid progress in mathematics, using number, counting and ordering objects not only in play but also in organising their day, for example sorting out the order for hand-washing before eating. They become familiar with simple words in other languages through activities such as greeting the adult leading a plenary session in the language of the day's chosen country. Their imaginative powers grow rapidly. During role play in a farm setting in preparation for a visit they become the farmer and his sheep, cattle and sheepdog, showing awareness of the behaviour of each.

Exploring their environment under the careful supervision of adults, children invent their own games and share them with others, such as using a grass bank to make a safe slide on to a soft landing surface. Sharing resources and space with the school provides room for climbing, running, ball games and cycling. Music is well used in regular contexts for morning greeting, hand-washing and learning numbers. There are many opportunities to draw, paint, write, build and model. The strong relationships between the nursery and Reception class or classes allow children to experience transition days and activities that make them confident about moving on.

While allowing free choice, staff, especially each child's key person, carefully observe progress and record it so that they can inform parents, plan activities and resources matched to children's learning needs and analyse areas of relative strength or weakness in their provision. They found, for example, that children could recognise numbers when they were spoken but did not relate them well to the written number, and so made a conscious decision always to show number and encourage children to write it. Records show the positive impact of this move. Key persons note the performance of all children in every area of development then note the next step. Children with additional needs are supported in accordance with individual education plans that are regularly reviewed. Those who speak English as an additional language are well served, as staff have recently undergone training in supporting them. Planning for all is flexible, using weather conditions such as snow as an opportunity for spontaneous play.

Children learn to make a positive contribution. They are encouraged to take responsibility for clearing up the resources at the end of a session, and to make visitors feel welcome. They learn to know and understand each other's cultures and beliefs. The nursery is outstanding in teaching children to be healthy and to stay safe. Children learn how to keep safe, for example through learning about road safety before and during their frequent trips, and through established routines for hygiene such as hand-washing when they sing a hand washing song to ensure that they do so thoroughly. While children are given responsibility for choosing their own play friends and activities, they also discuss the nursery rules so that they learn to understand the importance of the nursery rules about behaviour in order to stay safe. They have healthy snacks and lunchtime meals, coupled with food tasting from around the world. Free access to the secure outside area allows children to use a variety of equipment from games marked on the

playground to an adventure playground so that they enjoy regular exercise. In the after school club, all areas of learning are developed well with planning that assiduously follows the requirements for early years. Leaders, planning group activities and team games to promote reasoning and co-operation, are flexible in seizing opportunities as they arise. Children's fascination with a recent thunderstorm, for example, was followed up by observation and discussion resulting in the production of dramatic, colourful paintings.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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