

Taverham Hall Nursery School

Inspection report for early years provision

Unique reference number EY392623
Inspection date 20/01/2010
Inspector Melanie Calway

Setting address Taverham Hall, Taverham Park, Taverham, NORWICH, NR8 6HU
Telephone number 01603 868 206
Email enquire@taverhamhall.co.uk
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 rates 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.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

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

Taverham Hall Nursery School is part of Taverham Hall School, a co-educational independent school for boarders and day pupils. It is situated in rural grounds in the village of Taverham, which is close to the city of Norwich in Norfolk. The pre-school provision at Taverham Hall opened in January 1995, although it registered to provide for younger children in 2009. It has been accommodated in its present, purpose-designed building since April 2000. Children have access to their own fully enclosed outdoor play area as well as various areas within the larger school grounds. They also access some of the school facilities, such as the sports hall. The nursery is open each week day during term time from 8.20am to 3.30pm.

The nursery is registered on the Early Years Register. A maximum of 28 children may attend the nursery at any one time and there are currently 41 children on roll.

There are six members of staff, five of whom have appropriate early years qualifications. The manager is a qualified teacher and the room leader for the younger children has an early years degree and early years professional status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's individual needs are met extremely well and they make excellent progress. Children benefit from a stimulating, exciting and child-centred environment, which promotes their independence and provides many opportunities for active learning, particularly in the varied and attractive outdoor environments which are available. Skilled practitioners enable children to initiate and determine the direction of their play and use their observations of children's individual interests and achievements to plan the next steps for their progress. The setting continuously evaluates its practice and plans for improvement. It works with other settings in the locality to disseminate good practice by hosting 'Forest school' sessions to introduce the concept to other providers.

What steps need to be taken to improve provision further?

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

- developing further the partnership with parents by fully establishing and embedding systems to promote the two-way flow of learning about children's learning and development, encouraging parents to come forward with their own examples of children's achievements.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect as safeguarding is given a very high priority within the school. Rigorous recruitment procedures ensure that all staff working with children are suitable to do so. There is a clear line of responsibility for reporting concerns about children's welfare and staff are clear about their duty to report concerns. In-service training on safeguarding was held recently for all members of staff within the school, including those in the nursery to ensure that all staff are up to date in their knowledge of safeguarding issues. Excellent security is in place with the nursery building protected by key pad locks. Rigorous risk assessment is carried out for all activities, including the many outdoor activities to ensure that children can take part in challenging outdoor sessions safely. Children are counted in and out as they move around different areas of the school to ensure that they are accounted for at all times. Children develop an exceptional understanding of how to keep themselves safe as staff give them regular and clear explanations about safety, for example, when going to the sports hall they practise waiting by the small internal road and listening and looking for cars. Even very young children say 'we don't walk in the road because its very dangerous' and they know they must be careful when using tools. All of the necessary fire safety equipment is in place and regular drills are held along with the school to ensure that children and staff know what to do in the event of a fire or an emergency.

The learning environment is stimulating and attractive with many displays of pictures, print and children's work. Children have access to a wide range of high quality resources which are organised very effectively to promote children's choice and independence. Resources are accessible at children's level and labelled with words and pictures to promote early reading skills. School facilities such as the large sports hall give children opportunities to develop a range of physical skills and equipment is appropriate for young children, providing challenge while enabling them to succeed. A range of exciting outdoor environments are available, including wooded areas within the larger school grounds where children enjoy the 'Forest school' activities and a fully enclosed outdoor area adjoining the nursery, which children access daily. Attractive displays of photographs in the lobby area inform parents of the many activities enjoyed by the children and notices keep them up-to-date with any planned activities or topics. A notice board, information leaflets about the Early Years Foundation Stage (EYFS) and provision for under fives and a comments box are also available in the lobby area to keep parents well-informed. In addition, parents can access information through the well-designed and informative school website and from the parent handbook. Staff talk to parents on a daily basis about what the children have been doing and have a good knowledge of the children's families and backgrounds. 'This is me' booklets give them information about children when they first start, including any special interests or talents so that together with staff's initial observations they can determine children's starting points in order to help them to progress. Systems have been set up to encourage parents to contribute to their children's learning records by offering their own observations of children's achievements and interests but these systems are not yet fully established or embedded, with few parents, as

yet, taking up the opportunity. The setting communicates with other providers of the EYFS to ensure that when children attend other settings they can work in partnership and good arrangements are in place to ease transition when children move on within the school or to other schools. The staff team work well together and the manager values and respects any suggestions for improvement made by the staff. She also uses links with other providers to take on board new ideas in order to continuously improve practice.

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

Children make excellent progress in all areas of learning. Skilled practitioners plan an exciting range of activities which motivate, interest and challenge children. Systematic observations are made of children's achievements, interests and learning styles across all the areas of learning and these are used to plan the next steps for their progress. Staff know the children very well and the planning of focussed or adult-initiated activities takes account of children's interests and abilities. There are many opportunities for spontaneous learning with children leading and directing the play. As a result children demonstrate high levels of involvement as they play. Large cardboard boxes provide opportunities for children to decorate them and transform them into submarines, rockets or aeroplanes. Adults ask sensitive open-ended questions, extending the play and promoting children's thinking and communication skills. Children can make decisions, for example, deciding that they want to listen to the story on a bus. The chairs are then arranged in bus formation with children helping to work out how this can be done.

Children communicate very effectively, sharing their ideas and expressing their feelings. Adults listen to children sensitively, giving them time to respond. The environment is rich in print so that children can begin to recognise the written word. The home corner is transformed into a travel agents and activities, such as making passports and tickets at the travel agents, show children that writing can be used for different purposes. A wide range of mark-making materials is easily accessible in both rooms and pens and paper are also taken outside for children to use in their outdoor play. Adults record children's comments on their work, showing that they value and appreciate children's expressions. Children enjoy impromptu song sessions and join in enthusiastically. They concentrate well, listening to stories and are keen to answer questions and make their own contributions. They discuss things that are important to them at circle time and older children answer the register in French as well as English. There are excellent opportunities for children to develop problem-solving and mathematical skills. Children conduct a traffic survey and record their results on a chart. They are learning to calculate and count as adults ask them 'how many more chairs do you think we will need'? Mathematical concepts are introduced through fun activities, for example, children learn to count backwards from 10 and recognise numerals as they jump on the numbers in a number line and shout 'blast off' at the end.

Children demonstrate high levels of involvement in their play and are motivated to learn. They are developing self-confidence and self-esteem as they are able to

make decisions and be independent. They respond readily to simple instructions from adults, for example, fetching resources for each other and showing care and concern for each other. Children have exceptional opportunities to learn about the world around them. The 'Forest school' activities provide children with the chance to explore and investigate outdoor environments, while developing skills of cooperation and using their initiative. Children are able to make dens, gather leaves, use tools, go pond-dipping and hunt for mini-beasts. These activities provide learning opportunities across all the areas of learning and build on children's skills. All groups of children participate at their own level and this form of active learning is particularly well suited to boys. Children make bird feeders. These are hung within view of the class room so that the next day children can see the birds feeding and comment on them. Children learn about the wider world through the use of different topics, resources and regular discussion about holidays and other countries. Children have access to a computer and so are becoming familiar with information technology. Regular access to outdoor play helps children to develop physical skills as they move pieces of guttering and bread crates or fly paper aeroplanes. In the large sports hall children have space to run fast. They develop excellent coordination skills as they hit balls with tennis rackets, use small hockey sticks to move balls along the ground and use large hoops to move in a variety of ways. Parachute games develop large motor skills for younger children. Children's creativity is fostered and nurtured as adults allow children to take their imaginative play in different directions, for example, cooking dinner turns into making a picnic and then going on an imaginary bicycle ride. Craft resources are easily accessible and children can initiate their own projects and even young children concentrate well on these self-chosen tasks. Children's own creations are valued and either kept in their books or displayed with annotated comments, based on what children have said about their work.

Children's good health is promoted through excellent opportunities for regular, active outdoor play. They learn about the effect of exercise on their bodies and learn to live a healthy lifestyle. 'Forest school' activities and outside play enable children to push themselves and be challenged while in a safe environment. Children benefit from a wholesome hot lunch every day, which they have in the school dining hall, sitting down together, with adults supporting them and chatting to make it a pleasant social time. Fresh or dried fruit is offered at snack time and fresh drinking water is easily accessible at all times. Children learn about a healthy diet through regular discussion and different topics on healthy eating. Children wash their hands independently and visual aids as well as prompts from adults remind them why they need to do this. Effective documentation ensures that children's medical requirements are well met. Staff have a very good knowledge of the children in their care and as a result ensure that specific health needs are catered for and children cared for to a very high standard. Children's different dietary requirements are accommodated and met. Children develop an outstanding sense of how to keep safe as they begin to understand how to manage risk for themselves and be aware of dangers. They have built up warm and trusting relationships with the adults who care for them. Children behave well because they are engrossed and involved in their play. Adults encourage children to develop consideration for others and promote good manners. Children cooperate as they work together to solve problems and learn to respect and listen to each others' contributions at circle time. Children are developing skills for the future as they

make excellent progress in all areas of learning. They develop high levels of confidence and self-esteem as they learn to use their own initiative, make choices and be creative.

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

How effectively is the Early Years Foundation Stage led and managed?	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	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	1
--	---

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

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

