

# Oyster Bay Nursery School

Inspection report for early years provision

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<b>Unique reference number</b>	EY385859
<b>Inspection date</b>	04/11/2010
<b>Inspector</b>	Cilla Mullane

<b>Setting address</b>	Joy Lane Primary School, Joy Lane, WHITSTABLE, Kent, CT5 4LT
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<b>Type of setting</b>	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*.

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## Description of the setting

Oyster Bay Nursery school was registered in 2009. It operates from one room in the Joy Lane Primary school in Whitstable, Kent. The nursery shares all of the school's facilities and all children have access to secure outdoor play areas. The premises are accessible to people with disabilities.

The setting is open five days a week from 8.30am to 3.30pm term time only.

A maximum of 26 children in the early years age range may attend the setting at any one time. There are currently 27 children on roll, 23 of whom are in receipt of government funding. The setting cares for children with special educational needs and/or disabilities, and children who use English as an additional language.

There are three members of staff including the manager, of whom one is a qualified teacher, and one has NVQ3. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in all areas of learning, show a high level of interest and involvement, and have their needs met by caring staff in an attractive, well resourced environment. A strength of the setting is children's sense of belonging and feeling of security, which contributes to their readiness to learn and make progress. An ongoing action plan, and successful self-evaluation, ensures that improvements have a beneficial effect on children's care and learning. Parents are included in their children's learning, and feel well informed. Two requirements of the Early Years Foundation Stage are not fully met, but this does not adversely affect outcomes for children.

## What steps need to be taken to improve provision further?

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

- increase the range of large equipment in order to offer children more physical challenge
- develop links with other settings, such as nurseries, attended by the children to ensure continuity of care
- ensure that the required staff ratio is maintained at all times
- implement an action plan detailing how the staff qualifications requirements will be met.

## **The effectiveness of leadership and management of the early years provision**

The nursery is generally well organised. Children are kept safe and free from harm because there are thorough systems in place, known to and consistently implemented by staff. Informative safeguarding and complaints procedures guide staff to act correctly with concerns, and give parents useful information, so children's welfare is protected.

Currently the nursery is operating very slightly below the required staff:child ratio, and insufficient staff hold qualifications. These are breaches of the Early Years Foundation Stage requirements. However, these slight shortcomings do not have an adverse effect on outcomes for children, as staff are competent and knowledgeable.

Staff have a very good knowledge of individual children, and work together to promote their learning and development. Their records show that children are making good progress from their starting points across all areas of learning. Staff know at what level children are achieving, and can therefore plan effectively for their next steps by noting where extra help is needed.

Partnership with parents is strong, and their comments are welcomed. They talk through and comment on their child's Unique Story at open evenings, and are involved in their learning and planning of next steps. Home visits before children start attending the setting help both parents and children feel comfortable with staff, and enable staff to understand children's backgrounds and interests in order to provide individual and informed care. Parents' comments on questionnaires show great satisfaction with all aspects of the setting. They value the feedback about their child's progress and know what they have eaten, and who they have played with. They appreciate the consistent way staff manage behaviour, and the fact that their children are settled and happy. There are good links with other professionals who work with the children. For example, speech and language specialists give advice regarding programmes for staff to work on with the children. However, when children attend other settings, such as nurseries, staff do not have systems in place to liaise with key persons, so they may not know about children's progress, and cannot ensure consistency of care.

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

Children make good progress towards the early learning goals, and they have fun learning. They learn independently, choosing resources and initiating their own activities. They are enthusiastic and interested, keen to join in, for example, gathering leaves to stuff the guy, and offering solutions to problems such as how to keep the stuffing in. They are interested in the sounds of letters and words, suggesting that fireworks make 'bang', 'sssss' and 'boom' sounds. They proudly write their own names, pointing to the letters, and telling staff the sounds. The

squirrels in the nearby trees are a source of fascination, and have been named Jack and Jill.

There is plentiful supply of well maintained resources, easily accessible in a welcoming, well organised and stimulating learning environment. The outdoor play area is spacious and well-equipped, although there are insufficient opportunities for children to develop their large motor skills, through being challenged by large construction toys or climbing.

Play and activities are often led by the children's interests. They are enjoying the preparation for firework night, and so staff chat with them at snack time about the possibility of making a guy, and how to achieve this. They work out together how to tie up his legs so that the leaves used for stuffing do not fall out, and shout out names for him, deciding on Burt.

Adults interact with the children skilfully, and are well deployed to support their play, such as extending role play in the well equipped imaginary play area. Snack time is planned as a group activity when staff model social skills and enable conversation. They are skilled at drawing out contributions from all children, giving all a chance to comment and chat, and valuing all efforts. Children relate well to one another, for example, cooperating carrying a heavy box of construction bricks at tidy up time, and are enthusiastic learners. Staff have very high expectations of children's behaviour, and children follow their example of politeness and respect. Adults are quick to praise and thank children. They glow with pleasure when their good behaviour or helpfulness is acknowledged.

Children feel very safe within the setting. On their first day a photograph is already displayed on their peg. Staff are extremely kind and reassuring when toilet 'accidents' happen. A pictorial time line is used effectively to show children what will happen next during the day, so they feel secure. Staff know children well, and can chat about events at home, increasing children's feeling of belonging.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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