

Nibley House Nursery

Inspection report for early years provision

Unique reference number EY260968
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Inspector Ruth Tharme

Setting address Nibley House, North Nibley, Dursley, Gloucestershire, GL11 6DL
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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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Description of the setting

Nibley House Nursery opened in 2003. It operates from two rooms with adjacent cloakroom facilities and a separate outside play area in a large manor house in the village of North Nibley in Gloucestershire. It is privately owned. The nursery serves the surrounding rural area within a 10 mile radius. The nursery is registered on the Early Years Register.

There are currently 54 children on roll, all of whom are in the early years age group. The nursery is in receipt of funding for nursery education. Children attend for a variety of sessions. The setting has experience of supporting children with learning difficulties and/or disabilities and those who speak English as an additional language.

The setting opens five days a week during school term times. Sessions are from 09.00 until 15.00 Monday to Thursday, and 09.00 until 12.50 on a Friday.

Seven members of staff work with the children. Most hold early years qualifications equivalent to NVQ Level 3. The setting receives support from an Early Years Advisor.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children make good progress in their learning and development because adults plan and provide activities that generally interest and engage them, and take account of their individual needs. Strong partnerships with other professionals mean that relevant information is shared and children are effectively supported. Self-evaluation is carried out regularly so that areas for improvement are identified and addressed, driving future improvement in the outcomes for children. Arrangements for health and safety are well considered and promote children's welfare.

What steps need to be taken to improve provision further?

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

- review the organisation of routine activities to ensure that younger children have opportunities to develop genuine bonds with their key person
- review the environment to ensure that resources are attractively presented and accessible to younger children so they can learn independently
- review the organisation of whole group activities to ensure that they provide appropriate challenge and maintain the interest of all children.

The leadership and management of the early years provision

Those in charge of the setting are focused on ensuring that all children make good progress in their learning and development and have their welfare actively promoted. Policies and procedures are well implemented and generally support the smooth running of the setting on a day to day basis. Systems for self-evaluation involve all staff and parents and take account of advice and guidance from other professionals. This ensures that areas for improvement are identified and addressed appropriately.

Recommendations made at the last inspection have been acted upon contributing to ongoing improvement. Training, mentoring and appraisal systems mean that staff have the qualifications and skills needed to provide appropriate care and learning. The risk assessment programme and systems for ensuring daily checks of premises and equipment are completed effectively and promote children's health and safety. Overall, an inclusive environment is provided as children's individual needs are identified and acknowledged, and arrangements such as the key person system, and the strong links with parents and other professionals contribute to the meeting of those needs. The organisation of the learning environment is generally well considered, but the presentation of some resources for the youngest children does not always encourage independent learning.

The quality and standards of the early years provision

The programme of observation and assessment is well established and effectively identifies children's needs and progress. Adults are aware of children's achievements and set individual targets for their learning, as they have a sound knowledge of the requirements of the Early Years Foundation Stage. Personal, social and emotional development is particularly good as children are happy, settled and keen to learn. They demonstrate high levels of self-esteem and develop positive relationships with peers. The key person system generally promotes the forming of strong relationships but the organisation of some routine daily activities means that opportunities for children to spend time with their key person are not exploited. The situation of the setting actively enriches the learning environment, providing children with opportunities to spend time on the farm, harvesting crops and visiting the animals.

Children learn healthy practices as they copy the good example set by adults, helping to wipe tables before food is served and washing their hands carefully before meals. They make healthy choices at snack times, enjoying a variety of fresh fruits, juices, milk or water. Physical activity is actively encouraged, both in and out of doors. Movement sessions and outdoor play form part of every day routines. Children develop a good sense of how to keep themselves safe as they learn to be vigilant on the farm and are aware of what to do in emergency situations. They practise their evacuation drill regularly.

Parents are well informed about the setting, the curriculum and their children's progress. Staff provide a good range of high quality information using a variety of

media in order to keep parents up to date. Parents are encouraged to spend time in the setting sharing their skills, and are supported to develop their child's learning at home, which means that they play an active role in their child's development. They contribute to the assessment of progress as they record achievements on vouchers which are shared with staff. Children's behaviour is generally good as they copy the good example set by adults. However, the organisation of some large group activities provides difficult challenges for the youngest children who do not always remain fully engaged.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted.

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.