

Cublington Nursery School

Inspection report for early years provision

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Inspector

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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

Cublington Nursery School was first registered in 1974 and is privately owned and managed. It operates from the village hall in Cublington in Buckinghamshire, and children have the use of one main room with adjoining toilet and kitchen facilities. There is a fully enclosed area for outside play. The nursery is open for 38 weeks a year in school term times. Sessions are held on Monday to Friday mornings from 9.15am until 12.15pm, with an optional lunch club. On Monday, Tuesday and Wednesday afternoons sessions are also held from 12.45pm to 3.15pm. The intake of children is from the village of Cublington and the surrounding rural communities. Children attend for a variety of sessions and some stay for the whole day. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children may attend at any one time in the early years age range and there are currently 50 children on roll between the ages of 2 to 5 years. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery has systems in place to support children with special educational needs and/or disabilities. The owner is also the nursery manager and she employs five additional members of staff who hold a range of appropriate qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are progressing exceptionally well with their learning and development in this outstanding nursery. The knowledgeable staff provide a delightful atmosphere where children can flourish with support to all aspects of their welfare. Staff are committed to meeting the needs of all the children attending and they are particularly successful with their approach to inclusion. Overall, staff build effective partnerships with parents and other professionals. The standards in the nursery are improving consistently over time due to the motivation of the manager and her team.

What steps need to be taken to improve provision further?

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

- exploring ways to extend learning at home through sharing of resources such as books.

The effectiveness of leadership and management of the early years provision

Staff are confident in their knowledge of the steps to take to safeguard children should they notice concerns. They ensure training in the area of child protection is up-to-date and an effective safeguarding policy supports their work. All staff and volunteers undergo a vetting procedure and there are robust systems in place if the need for further recruitment arises. Staff are vigilant in the day in keeping children safe with consistent supervision of all play areas. Comprehensive risk assessments are in place and these include considerations to minimise potential hazards on outings. Staff organise fire evacuations and pay close attention to detail by holding them on different days and ensuring all children, including those who require extra help, can be evacuated safely.

The nursery provides a delightful atmosphere for young children to begin their early education. Everyone is benefitting from a thorough refurbishment of the old building and the fresh décor and new heating system add to comfort levels. Staff arrange many colourful displays that include plenty of the children's artwork. The extensive range of resources are extremely well organised with many word and picture labels to help children select items. Staff are very good at adding new resources that focus on learning through play and they use local centres and ideas from courses to extend the selection. The nursery day runs seamlessly due to the motivated and conscientious team of staff. The manager provides an inspiring presence and a commitment to providing high standards. The staff accurately evaluate their own practice and are continually striving for improvement. The outdoor area is currently one aspect of their focus and their resourceful ideas bring about direct benefits to children's fun and learning. Staff receive encouragement to further their professional development and they attend an impressive array of courses. They take part in initiatives such as a quality assurance scheme or projects to support specific areas such as social interactions or language development. Planning of the sessions demonstrates the excellent understanding by the staff of the Early Years Foundation Stage. Laminated notices explain the promotion of learning through play to visitors and parents.

A real strength of the nursery is their excellent approach to supporting children with special educational needs and/or disabilities. Their local reputation for providing excellent care in this area is thoroughly deserved. The staff are proactive in finding ways to help all children feel included in the full range of activities. They build successful partnerships with other professionals and engage in practical discussions about how to help the children. They are proactive in making links with local schools to aid children's transition to full time education. Partnerships with parents and carers are flourishing through friendly discussions. Parents view developmental information about their children and write perceptive comments about how their children are developing well due to the nursery's influence. However, there are currently few opportunities in place to encourage home learning through shared resources such as books. Parents are keen to share conversations at inspection, using phrases such as 'the caring staff are utterly brilliant' and 'my child is coming on leaps and bounds'.

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

Children are making rapid strides in their learning and development. They are developing very positive attitudes to learning because they receive close support from caring staff. The children develop very good levels of independence as they make decisions about what to play. They are proud of their achievements, for example commenting 'I did it by myself' when they manage coat buttons. Children behave extremely well in the nursery since they have plenty of stimulating activities to focus their energy. They frequently play sociably with their peers and staff use props like large puppets or laminated cards to reinforce positive actions. Children chorus 'good listening and good sitting' at circle time, which acknowledges their good behaviour.

Children are progressing particularly well in skills that will be useful in their futures. They are striding forward with their awareness of the phonic sounds of letters, for example and confidently name objects beginning with the same sound. Children listen attentively to favourite stories and actively participate by repeating rhyming words. Early counting and number recognition is a further example of excellent progress and some children are able to confidently put numbers to ten and beyond in order. They do not hesitate to answer the question 'What comes after 12?'. Staff provide resources to capture the children's interest, such as a laptop computer and tins called 'exploration boxes'. These contain a stimulating range of objects made of wood, metal and plastic to encourage curiosity and exploration. Children learn about using resources sensibly, as they make models with recycled materials or visit a local allotment. They are learning a great deal about their environment with plenty of seasonal activities and outings involving them in village life. Throughout the nursery, there is highly effective policy to promote diversity in a positive way. Children learn about a wide range of festivals from cultures different to their own and the display of posters and resources demonstrates to parents the inclusive attitude of the staff.

Children thoroughly enjoy snack times at nursery, with healthy options such as cereals and chopped fruit. Children share their early understanding of good nutrition, with comments about the benefits of broccoli. Staff are meticulous during the day in keeping a clean environment. They work exceedingly well with parents to share information that protects children's health. Parents with children who suffer food allergies speak positively about the attentive care of the staff. Outdoor play is a very popular option when the doors are open for free-flow movement to the outside area. Children are progressing well with a number of skills, such as co-ordination. Although the outdoor space is small, the staff optimise its use and provide indoor alternatives for children to use climbing and sliding. Children learn how to keep safe as they use equipment like scissors or negotiate their way around the different areas of the building. Staff work tirelessly to help children with special educational needs and/or disabilities feel fully included in all the activities. With this level of support, the children are able to flourish. Staff are conscientious about recording the development and progress of all the children in their care. They make comprehensive notes about the children's achievements and they plan

how to support their next steps. Children's records reveal how well they are achieving for their ages and abilities.

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