

Buckingham's Nursery School

Inspection report for early years provision

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Inspector

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Setting address

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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

Buckingham Nursery School is one of three privately owned settings, organised and managed by Buckingham Nursery School Limited. It was registered in 1997, and operates from five rooms within a purpose built, single-storey building on the outskirts of Leek, Staffordshire. There is access to a secure outdoor play area.

A maximum of 80 children aged from four months to under eight years may attend the setting at any one time. The setting is open five days a week from 7.30am to 6pm Monday to Thursday, and from 7.30am to 5.30pm on Friday, for 50 weeks of the year. The nursery serves the local and surrounding areas and children attend for a variety of sessions.

There are currently 120 children on roll and of these all are within the early years age group. Of these, 60 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 23 members of staff, including the nursery manager and business manager, all of whom work directly with the children. All of the staff hold appropriate early years qualifications. Two staff hold Early Years Professional status (EYP), one holds a level 4 qualification, all other staff hold qualifications to level 3. Three staff are currently working towards a degree in Early Childhood Studies.

The setting receives support from the local authority and is a member of the National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Buckingham Nursery School creates a fully inclusive and welcoming environment. Children are valued as unique individuals and an inclusive ethos threads through all aspects of the setting, as a result children make excellent progress towards the early learning goals. There are strong relationships between staff, parents and carers, and clear policies and procedures are implemented extremely well to safeguard and promote children's welfare. All records are robustly maintained in order to promote the efficient management of the setting. Partnerships with other professionals are excellent and support children's care, learning and development effectively. Highly effective self-evaluation results in the setting's strong capacity for continuous 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 further opportunities for children to talk about Information Communication Technology apparatus, what it does, and what they can do with it.

The effectiveness of leadership and management of the early years provision

Rigorous recruitment and vetting procedures are in place to ensure the suitability of staff. The ongoing suitability of staff is a regular feature of staff appraisals. Staff have a very clear knowledge and understanding of safeguarding procedures, where regular training is provided, as a result children's welfare is very well protected. A high ratio of qualified staff are well deployed to ensure that children are supervised at all times and are made to feel secure and welcome. All records, policies and procedures that support the nursery in promoting positive outcomes for children are robustly maintained. Thorough risk assessments and daily checks are conducted and accurately recorded, ensuring children's safety at all times. Regular fire evacuations are carried out ensuring children's safety.

The management team have high aspirations for excellent quality care and education through ongoing self-evaluation and improvement. The senior management have created a culture of reflective practice which is evident throughout the whole staff team. Regular staff meetings and appraisals take place, and staff are fully committed to ongoing training and development. Highly effective systems for reflection and self-evaluation of the provision and outcomes for children are in place and as a result there is a strong capacity to improve. Staff deployment is effective and resources and equipment are used imaginatively to meet the needs of the individual children.

Resources are organised effectively in low-level storage for easy access, and as a result children are beginning to become independent learners as they make choices. Both the indoor and outdoor environment fully supports children's learning and development and enjoyment. Transition arrangements for children moving through the nursery are excellently planned, with key persons moving with their key children as they move through the different group rooms.

Partnerships with parents and carers are excellent and support children's placements extremely well. They have access to a wide range of information on the nursery and the learning and development requirements. Parents and carers spoken to speak very positively about what the nursery has to offer their children. They are invited to complete questionnaires on a regular basis, and attend next steps meetings regularly to receive feedback on their children's progress and development.

Staff have built positive links with other early years professionals to support children's development. Links with other settings delivering the Early Years Foundation Stage, and transition arrangements for the move to school are in place

and are effective in order to ensure a complementary curriculum and continuity of learning and care. All children have equal access to the activities, opportunities and available resources, and therefore inclusion is very well promoted.

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

Children are extremely happy and settled within the environment. A highly enthusiastic and committed staff team plan activities based on observations of children's interests and development. For example, pre-school children enjoy a theme of pirates, and as a result, children are actively engaged and make excellent progress towards the early learning goals. Staff provide children with a balanced programme throughout the day, with a mix of adult-led and child-initiated activities, along with regular opportunities for outdoor play. Staff make observations of children's activities, progress and development, and keep detailed records, sharing these with parents and carers, who are asked to contribute to these records by sharing their own observations.

Children are developing an appropriate sense of safety. Warm relationships between staff and children are formed and children's behaviour is exemplary. For example, they happily share toys, take turns with the play resources and join together in role play. They are independent as they make choices about their play. Children are developing excellent communication skills as staff engage with them. Babies and younger children have lots of eye contact with staff, who respond to their gurgles and early attempts to form words. Pre-school children are skilful communicators with both their peers and adults around them. Toddlers thoroughly enjoy the stories read to them or told to them by members of staff. Children, including babies, help themselves to books and a variety of resources encourages their early mark-making skills.

Children develop an appropriate understanding of mathematical language as they count, complete jigsaws, match and sort shapes. They have access to a computer to develop their understanding of technology, and younger children learn that pushing buttons creates further actions. The further development of information technology is an area for development. Resources and activities, such as posters, play figures, jigsaws and books promote children's awareness of the wider world. They celebrate a variety of festivals from around the world, such as Diwali and Chinese New Year.

Excellent use is made of the outdoor environment to promote a number of areas of learning. For example, children grow a variety of fruit and vegetables and access a sensory garden. They are involved in early science as they experiment, and look at how to look after living things as they observe eggs hatching. A variety of different textures, techniques and opportunities encourages children's creativity. For example, all children enjoy music and dancing, babies enjoy the feel of jelly during sensory play, and toddlers enjoy the puppet show.

Daily access to an excellent outdoor play space encourages children's physical

health and overall learning and development. They develop an understanding of the benefits of physical exercise through additional activities to support their physical development. For example, regular physical exercise sessions with an appropriately qualified person, as well as the weekly swimming sessions. Babies develop movement as they move towards toys placed away from them and practise walking with staff support.

Children are developing a good understanding of healthy lifestyles as they are offered a very healthy diet, with meals cooked each day with fresh ingredients and access to drinking water at all times. The premises are very clean and well maintained and support children's very good health. Children understand why they need to wash their hands before they eat their lunch and to use tissues when blowing their nose, creating a healthy environment. A wide variety of activities and opportunities encourage children to develop appropriate skills for the future.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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