

# Little Hayes Nursery School

Inspection report for early years provision

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**Unique reference number**

EY428092

**Inspection date**

03/10/2011

**Inspector**

Barbara Walters

**Setting address**

Oldbury Court Primary School, Frenchay Road, BRISTOL,  
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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

Little Hayes Nursery School registered in 2011. It is a link setting to Oldbury Court Children's Centre, situated at Oldbury Court Primary School and Children's Centre in Bristol. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 36 children between two and eight years of age at any one time. There are currently 45 children on roll who attend for a number of different sessions. The nursery provides free early education for children aged two and three years. The nursery supports children with special educational needs and/or disabilities, and those children who are learning English as an additional language. The provision is open Monday to Friday from 8.30am to 3:15pm all year round, with the exception of public holidays. Little Hayes Nursery School provides care for the children of families who live in the area surrounding Oldbury Court Primary School. It uses the main playroom, a kitchen, toilets and associated nappy changing facilities. There is an enclosed outdoor area for children's play, which has an all weather cover. Nursery children also have the use of the school gym, outer playground and surrounding field. The nursery presently employs seven members of staff; all hold an appropriate early years qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery provides very inclusive practice, ensuring that children's individual needs are thoroughly met. Forward thinking staff work exceptionally well with both the children and their families to establish trusting and positive relationships for the benefit of all children. Staff have an excellent knowledge and understanding of children's individual needs and how to support each of them to make significant gains in their learning and development overall. Highly effective methods to review and evaluate practice bring about continuing improvements and consistently maintain positive outcomes for children.

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

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

- enhancing the use of observation and assessment further to identify the next steps in children's progress more clearly.

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

The nursery gives a high priority to keeping children safe and has thorough precautions in place to protect children and ensure their welfare is fully promoted. All staff and students have up-to-date checks and new staff complete a detailed induction to ensure children's safety is their first priority. Staff demonstrate a highly effective working knowledge of child protection issues and a clear understanding of their individual role in protecting children. Staff use well planned and meticulous risk assessments consistently to ensure that children's safety is fully promoted. For example, staff continuously assess all activities to ensure they are safe for children, and complete a check of the route children will take when planning an outing to the shops. Children clearly thrive as a result of their time in the nursery. Equipment and resources are up-to-date and of a high quality to meet children's needs well. Children can freely explore the extensive range of toys, resources and equipment both indoors and outside in the exciting play area. This versatility enables children to choose when to be more physically active and provides an abundance of opportunities to explore the imaginative and resourceful areas in different ways and on different scales.

Staff have an outstanding relationship with parents and ensure that all available information is easily understood. The nursery organises a parent's group to support them in working with other agencies and to advice on parenting issues. The nursery is highly effective in working in partnership with others to ensure all children receive a sensitive and high level of support. They have created strong links with the local primary school and the adjoining children's centre to establish a seamless provision for the children attending. A parent governor who is representative of the families using the nursery has recently been appointed to ensure that parents have the opportunity to be fully involved in contributing to decision making about the provision.

The nursery has an exemplary commitment to professional development and consistently reviews and evaluates practice to bring about successful outcomes for all children. Systems are in place to assist the group's governors in monitoring the effectiveness of the nursery. The head teacher routinely completes a focused observation to assist the nursery in providing clear priorities for improvement to benefit the children.

Staff are highly successful in providing a service that places inclusion for all children at the heart of all its work. Staff have an exceptional knowledge of each child's backgrounds and needs. A "Come and Celebrate with us" board displays individual children's happy occasions, such as the birth of a new baby, which support children to feel very valued in the nursery. A well planned calendar of activities and events ensure that children have an extraordinarily good understanding of the society in which they live and provide an extremely happy and positive experience for all the children attending.

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

A well qualified and extremely experienced staff team provide a positive atmosphere and welcoming environment for children. Children arrive enthusiastically and settle quickly due to the close and caring relationships they have with the staff and their friends. Staff use their in-depth knowledge of how children learn to plan activities and support children to make exceptional progress. Children are eager to explore and investigate what is on offer and very confidently take the initiative in their play, developing good levels of self-esteem. For example, children competently use the computer to complete simple games. They successfully count the number of ducks and listen with curiosity to the songs and rhymes. Children learn about the value of technology as they confidently use the interactive board to create their own patterns and explore making different marks.

Children are highly motivated to enjoy new challenges and respond positively to the staff's purposeful encouragement and support. For example, children enjoy playing with the water, focusing intently to catch the shells and toy fish with the nets, investigating the differing weight and exploring heavy and light. They show high levels of concentration when pushing the cars down the slope of the garage and intently watch each successive car race down the ramp. Children respond positively to staff questioning to stimulate thought and challenge, such as when they lie down in the garden and explore their surroundings from a different view. Staff have a very good insight into how each child learns. Highly effective planning and weekly staff meetings to share children's development help to make sure that all children are continuously making exceptional progress. However, children's current learning profiles do not fully support staff's observations and assessments to clearly identify the next steps in children's learning and development.

Children's health is extremely well promoted through well considered daily routines and efficient procedures. Staff help children of all ages become independent and learn purposeful self-care skills which support them well in their understanding of good hygiene practices. For example, children wash and dry their hands thoroughly before snacks and learn the same routine alongside staff after having their nappy changed. Children are developing a good understanding of making healthy choices in the food they eat by enthusiastically choosing fruit at snack times and independently help themselves to water when they are thirsty. Children engage in a wide range of physical activities to maintain a healthy lifestyle. They are eager to play outside to help keep them in good health. Staff fully support children to take small risks within their capabilities and to help them develop their skills through discussions on how to ride the bicycles and wheeled toys safely.

Children play very cooperatively together and respond well to the expectations of staff. For example, all children know to use their 'listening ears' when staff need their attention and confidently express their needs. Staff's limitless praise and encouragement creates an atmosphere which is conducive to a settled learning environment for the children. They are very confident and well behaved. Caring relationships with all staff increase children's sense of trust and help children to

develop a sense of unquestionable security, feeling totally safe.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

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

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