

Bakewell Nursery School

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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

Bakewell Nursery School opened in 2003 and is situated in Bakewell, Derbyshire in a Grade II listed building. There is a fully enclosed outdoor play area for all children to access. The nursery serves the local and surrounding area. The nursery is open throughout the year from 8am to 6pm, Monday to Friday, only closing on Bank Holidays.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. They are registered to care for 72 children at any one time and there are currently 102 children on roll. All these children are in the early years age range.

The nursery employs 12 staff, including the head of the nursery. Both the head and the deputy hold a teaching qualification and seven of the staff hold a level 3 in a childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The enthusiastic, knowledgeable staff ensure the children make outstanding progress at this inclusive nursery. They provide excellent care for them and host in the main an extensive range of activities. Partnerships with parents, the local schools and outside agencies are nurtured exceedingly well. Meticulous systems in place ensure all welfare requirements are very successfully met to promote a high quality service for children and their families. Robust self-evaluation is used to continually monitor and review all areas of the provision, so that their capacity to maintain high standards and plan for further improvement is inspiring.

What steps need to be taken to improve provision further?

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

- developing further the outside environment to continue to provide excellent outdoor learning.

The effectiveness of leadership and management of the early years provision

Highly effective systems ensure that children are safeguarded throughout the nursery. Staff demonstrate very clear understanding of the nursery's procedures to follow in the event of a concern being raised. Rigorous recruitment and vetting procedures ensure that adults working with the children are suitable to do so. Robust risk assessments are completed throughout the nursery. Management

ensures that the environment is extremely safe, secure and well maintained promoting children's safety and health at all times. All the required documentation is outstandingly organised to ensure that the setting delivers exceptional quality care and education.

Practitioners demonstrate an exceptional commitment to working in partnership with parents and provide superb opportunities for them to become involved in the life of the nursery. For example, the parents are provided with excellent information about the Early Years Foundation Stage and find out about the nursery's latest news by visiting the website. Parents have excellent opportunities to discuss their children's learning and development and are proactive in their children's learning journey records. The nursery has successfully established outstanding links with other early years settings that children attend to ensure continuity of care and effective progression. The nursery has dynamic partnerships with local businesses and the church. For example, they were involved in 'The festival of angels' and created an angel to display in their window.

The head of the nursery is highly qualified, experienced and has a positive vision. She is an inspiring role model leading a team of knowledgeable, enthusiastic staff. She continually reflects and reviews practice to maintain a consistent capacity for future development. Consequently, this has a significantly high impact on children's learning and promoting their interests. The nursery supports inclusive practice in an exceptional way. The management team employ a whole team approach and all practitioners are innovative and passionate about their roles in raising standards for children. Children benefit from exemplary levels of supervision and individual attention. They blossom at the nursery.

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

Children's welfare, learning and development is supported extremely well. Children make consistently excellent progress towards the early learning goals, relative to their starting points. This is because staff make exceptional use of their observations of children in planning activities that support their individual development. Children's preferred learning styles are identified and staff ensure that resources are organised dynamically to support these. For example, children demonstrate high levels of confidence in using tools and have excellent opportunities to practise these skills in different contexts. Some children make excellent use of the creative activity making snowmen using different sizes of circles. They are extremely active and articulate as they explain and discuss the snowmen and how snow feels. Younger children enjoy making Christmas decorations out of the salt dough they have made. They confidently roll the dough and use cutters to cut out Christmas shapes. Processes of monitoring children's progress in learning are highly effective in recognising their individual achievements and identifying the next steps in each child's learning and development plan. Children experience an excellent balance of adult-led and child-initiated activities.

Excellent use is made of the available space. Each unit has an inspiring comfortable book area, which encourages children to access books independently. The older and more able children are beginning to read simple words and the younger children are confident to make up their own stories. Staff extend children's interest by using props and puppets. An extensive range of natural and man-made resources are suitable, safe and support children's development. Children's imagination and creativity is enhanced through their access to a wealth of activities, both inside and outside. For example, children wash clothes, hang them on the line and are beginning to learn a South American song about a 'washer woman'. They giggle as they learn the words and complete the actions.

Practitioners use positive strategies to help children to develop excellent social skills, behave well and respect each other. Children are offered praise, encouragement and rewards. Practitioners understand that this helps to foster their confidence. Throughout the nursery and particularly for babies, children's emotional needs are met exceptionally well. Staff develop excellent relationships to enable the children to feel comfortable and secure. Children develop a strong understanding of diversity as practitioners encourage positive, open discussion about people's similarities and differences. Children have ample opportunities to become independent and to make choices. Children understand about personal hygiene and develop an understanding of how to stay safe. Practitioners use stories and visits from the police and fire fighters as valuable opportunities to discuss road safety, strangers and not playing with matches. The premises are extremely clean and the nursery fully promotes healthy lifestyles by providing all children with a well-balanced range of tasty, nutritious food. Their physical development is exceptionally well promoted both within the indoor and outdoor environment. Children enjoy running up and down the garden, riding on tricycles and balancing on equipment, shrieking with excitement. The outside environment is not as inspiring as the inside environment and does not fully promote all six areas of learning.

Children thoroughly enjoy their time at the nursery, their art-work is displayed prominently, showing how children's work is valued. Thus, having a positive impact on self-esteem and children feeling important. The curriculum is rich, promoting communication, literacy and numeracy. Most of the older children have written their names with skill, developing excellent early writing skills. Mathematical concepts occur naturally in play and routines. For example, children count while eating snack and sing with confidence popular counting songs. Excellent resources promote an understanding of shape, colour, measurements and volume. Children confidently estimate and predict successfully as they match the shapes to cards independently. They have ample opportunities to develop an understanding of technology, effectively using resources, such as the computer and calculator. As a result, children are developing important skills for their future economic well-being. The nursery promotes a wonderful child orientated environment where children can reach their full potential.

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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