

The High Scope Nursery

Inspection report for early years provision

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Inspection date	29/05/2012
Inspector	Lynne Kauffman

Setting address	Springfield Primary School, Nursery Road, Sunbury-on-Thames, Middlesex, TW16 6LY
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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*.

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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

The High Scope Nursery opened in 1976 and re-located to new premises in 2004. It operates from a classroom within Springfield Primary School, Sunbury-on-Thames, Middlesex. Facilities include a kitchen area and enclosed outside play area. Toilet facilities are shared with the school. Nursery staff escort children to the toilets. The nursery also makes use of the school hall, playground and playing fields. It serves families from the local community and surrounding towns. The nursery opens for seven sessions a week during school term time only, from 8.30am-12.30pm and 1.30pm -3.30pm Children attend for a variety of sessions. The setting may care for no more than 24 children under eight years; of these, not more than 24 may be in the early years age group, and of these, none may be under two years at any one time. There are currently 43 children, aged from two to five years, on roll. This includes 42 children who are in receipt of nursery education funding. The setting supports a number of children with special educational needs and others who speak English as an additional language. There are six members of staff who work with the children, five of whom hold a recognised early years qualification. There is one member of staff who is currently on an appropriate training programme. The setting receives ongoing support from the Early Years and Childcare Service. Teaching methods at the nursery are based on High Scope principles.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The High Scope Nursery School has outstanding and inclusive provision. Staff work with dedication, enthusiasm and skill to provide exciting challenges that inspire children's imagination and encourage their independence, so they make exceptionally good progress in almost all areas of learning and development. High-profile safeguarding arrangements ensure children feel very safe and secure. The Quality Improvement Award programme used by the nursery has a dynamic impact on learners and on leaders' vision and aspirations for the future. This and the nursery's success in completing the action points from its last inspection demonstrate its outstanding capacity for 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:

- make greater use of additional photographic evidence and children's work to underpin the judgements on children's progress and development

The effectiveness of leadership and management of the early years provision

Safeguarding policies and procedures are of high calibre and exceed requirements; all vetting procedures are thorough. Rigorous risk assessments are carried out daily and ensure children are very well cared for and all staff have appropriate first-aid training. Health and safety records, including fire drills and accident records are exceptionally thorough.. Key workers make an excellent contribution to ensuring children's well-being as well as their learning and development. Children show confidence and take responsibility for keeping themselves safe in a variety of situations. Equality and diversity are central to the nursery's High Scope ethos. Support for children with special educational needs and/or disabilities is very strong. The range of children's cultural backgrounds is celebrated very well. Staff and parents and carers contribute effectively to ensuring children from different cultures have equal access to provision. Parents and carers contribute to children's understanding of different lifestyles through demonstrations, using artefacts and tasting food from their own cultures. The nursery has productive links with the host school. The majority of staff are highly qualified with excellent knowledge of how young children learn. The special educational needs coordinator is well trained and, in addition, makes very effective use of external agencies where needed. Staff performance management focuses on reflective improvement and uses the Quality Improvement Award (QIA) process to keep all aspects of the nursery under scrutiny. Continuing professional development is very well planned. Staff uptake on training illustrates their excellent commitment to personal development which drives improvement. The outstanding self-evaluation which focuses on the QIA is accurate and informs a rigorous and well-targeted action plan. Strong and creative relationships with parents and carers have an excellent impact on the vision of the nursery. In discussion, parents and carers explained they would 'recommend High Scope to anyone'. The many accolades in the nursery's 'thank you file' strongly reflect the parents' and carers' appreciation. This has encouraged the nursery to plan home visits as they appreciate the value of parents' involvement and input. Volunteer parents and carers enjoy helping on nursery trips and contribute effectively to the parent forum. The nursery is a dynamic and exciting setting. It is jam-packed with resources that can make it seem cramped. Staff assiduously change the layout to ensure the best use of space so that learning is not restricted. Free play is carefully monitored to ensure children access a wide range of learning opportunities that develop independence. Children come up with fantastic solutions to problems, for example inventing ideas to make up for a lack of chairs in 'the café'. Record keeping has strengthened as a result of the introduction of the QIA. Very effective learning journals highlight children's individual skills and personal development. However, the wealth of photographic evidence the nursery holds is not used to best effect to illustrate the children's progress in their learning journals. Systems for tracking children's progress, reviewing welfare, monitoring learning and personal, social and emotional development are highly effective. They feed into the excellent action plan and underpin the nursery's continuing drive for improvement.

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

Children arrive excited to start their day. Inspirational resources provide challenge after challenge that keeps children engaged in exploration and learning. Children feel exceptionally safe because they have many opportunities to think about how to keep safe. Behaviour is outstanding. The nursery is a happy and harmonious place where the children from different cultures play and learn happily together. Children make strong and trusting relationships with their key person. The nursery's very positive atmosphere ensures the children make good relationships with each other and adults; they take their responsibilities for tidying up and looking after their toys in line with High Scope principles. Self-evaluation and planning highlights the nurseries on going work in developing the diversity within the setting. Children have an excellent understanding of healthy lifestyles. Snack times are outstanding social occasions where family service, hygienic routines and good manners are emphasized. The outdoor space provides challenge, excitement, and a chance to be creative and inquisitive. For example, children decided to make a café in the outside area and quickly were operating as an efficient business. Adult-led activities are used very effectively to consolidate learning and key workers use probing questions to discover what children have learned each day. Key workers record children's views in their home link book so the parents and carers can monitor progress. Families can add to this book through family 'WOW' (wonderful work) sheets that record parents' and carers' views from home. The success of this strategy led to home visits being included on the future action plan. The outdoor areas provide excellent extension of learning; for example a number wall and literacy display in spaces such as the construction area prompt recall of new skills from a previous story of Bob the Builder. Child-initiated activities are well balanced with adult-led learning. In the play dough area, making 'birthday cakes' and 'pancakes' was a fun activity that developed children's motor skills and conversation particularly well. The very good ratio of long-term staff to children ensures children are safe and their individual needs are met. The activities on offer ensure that all children, including those with special educational needs and/or disabilities and those with English as an additional language, have equal access to all aspects of learning and development. Children's individual assessment records are outstanding and clearly track their chronological progress in each area of learning. The varied activities give children a wide range of experiences across all areas of learning and have an outstanding impact on their confidence and personal development. Circle time is used extremely well to help children to understand their feelings and have empathy for others. There are excellent opportunities for developing literacy skills in the book corner, using songs and rhymes to enhance sounds and word recognition and many opportunities for children to develop leadership and decision-making skills in the outside areas. The use of props and story trays bring stories to life and help children to sustain their concentration. This type of absorbing opportunity to develop early literacy skills has an outstanding impact as children prepare for transition into Reception.

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	2
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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