

Longvernal Nursery School, After-School and Holiday Play Scheme

c/o Longvernal Primary School, Clapton Road, Midsomer Norton, Radstock, Avon, BA3 2LP

Inspection date	26/09/2012
Previous inspection date	10/07/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Highly committed staff plan an exceptional educational programme that enables all children to make excellent progress in all areas of their learning.
- A stimulating and exceptionally well resourced learning environment has been provided, in particular to enhance children's outdoor experiences.
- Very well established arrangements to support children with special educational needs have been established through effective partnership working at all levels.
- There are highly reflective self-evaluation systems in place to effectively monitor the provision and to clearly identify priorities for continuous improvement.
- Exceptional assessment arrangements clearly identify children's learning priorities.
- Positive relationships are established with parents. They are actively involved in their children's learning.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- Inspector arrived at 10.10 am and had tour of premises.
- Observations of children both inside and out side.
- Discussions with parents, staff and owner.
- Review of documentation.
- Feedback to owner and manager and left premises at 3:15 pm.

Inspector

Rachael Williams

Full Report

Information about the setting

Longvernal Nursery School, After School and Holiday Play Scheme opened in 1995. It operates from the main nursery room within the school and has adjacent toilet facilities. Children also have access to areas within Longvernal Primary school - the corridor, hall, computer room, library and secure play area within the grounds. The nursery has a separate enclosed outdoor play area. The group serves the local area in Midsomer Norton, Bath and North East Somerset.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 71 children on roll of whom; 31 are in the early years age range. The nursery receives funding for the provision of free early education for children aged three and four years old. Children with special educational needs and/or disabilities are supported in the nursery. The nursery opens five days a week term time only from 9am to 3pm. The after school club opens Monday to Friday from 3.15pm to 6pm during term time. The holiday play scheme runs from 8.30am to 6pm during the holidays except for Christmas and the last two weeks of the summer holidays.

The owner has achieved a level 5 early years qualification. She employs seven members of staff to work with the children; all have level 2 or above qualifications and two have early years professional status.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further the programme of professional development to monitor and share good practice

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The extensive educational programme is effectively implemented enabling children to access a rich and exciting range of activities that reflect their interests and learning styles. Highly committed staff effectively interact with the children to successfully promote their learning and development. Staff demonstrate innovative assessment arrangements which capture children's achievements through comprehensive observations. Staff identify children's learning priorities clearly and skilfully use them to plan future experiences to challenge children further. Parents are actively involved in contributing to children's learning such as, through 'wow' cards to note children's achievements at home and initial assessments. Staff routinely provide parents with a summary of children's progress and hold consultations each term to share activities that could be done at home to support children's learning further.

Children complete jigsaws successfully showing good coordination and spatial awareness. There is excellent support from staff to encourage children to look at the shape and staff give them clear instructions to follow such as, turn and twist. Children are respectful of each other and listen as children talk about their experiences and review their play. Children are actively involved in their learning. For example, staff give children the opportunity to select their favourite songs and children participate enthusiastically. They enjoy changing the words of familiar songs and identify the rhyming words confidently.

Staff are excellent at engaging children in stories inviting them to make the sounds of the animals and to respond to open-ended questions which successfully challenge children's communication skills. Children are very confident to talk about their experiences. For example, after building an aeroplane from small construction pieces children explain that they have been on an aeroplane on holiday to Gran Canaria. They explain that there was no sand or beach but there was a swimming pool. They explain that they had to wear their armbands so that they did not sink, showing a good awareness of how to keep themselves safe.

Children thoroughly enjoy the daily opportunities to access large play equipment on the school grounds. All children are actively involved in climbing, swinging, balancing and jumping activities. Staff have excellent knowledge of children's capabilities and encourage their mobility. For example, staff thoroughly challenge children with disabilities to make excellent progress in their physical development. Children are encouraged to weave in between the poles and to climb the cargo net independently. Staff are excellent at providing support when needed and giving children clear instructions such as, how to descend a fireman's pole. As a result children gain the confidence to have a go on their own under the watchful eye of staff.

The contribution of the early years provision to the well-being of children

Children benefit greatly from a sociable caf-style snack-time. They are aware of their own needs and access a healthy and nutritious snack such as, apple, banana and crackers, when they feel hungry. There are frequent opportunities for children to learn about growing fruit and vegetables, to harvest them and to prepare them for eating. Consequently, there are very good opportunities for children to become aware of healthy lifestyles. Children are fully aware of the well-established hand washing arrangements and are aware of the importance of using soap to get rid of germs before they eat.

There is free flow to the extensively equipped outdoor area and children thrive in the numerous opportunities to be outside in the fresh air. Staff, parents and children have developed a highly stimulating outdoor environment through effective monitoring and evaluation of the provision. Children negotiate space exceptionally well on the ride-on toys gaining pace as they descend the slopes and adjusting speed to avoid collisions. Children solve problems very well when met with an obstruction on the path. They pedal forwards, then backwards, turn the wheels both ways, and eventually lift the obstruction so that they can carry on. There is excellent interaction from staff to encourage children to think critically and solve problems independently. Inside, an abundant range of resources are stored at a low level so that children can access them independently. Staff are highly vigilant and regularly review the resources that had been put out adapting the provision to meet the current motivations of the children. Children show a good awareness of safety when engaging in role-play activities. On a pretend journey to the park a child reminds her friends to wear their seat belts.

Children are very comfortable in their environment. They have established excellent relationships with all adults at the nursery and the key person system is effective in

meeting children's needs. This has been a success through the excellent arrangements to invite children to a stay and play group so that they become familiar with the staff and the environment before they start. They have excellent understanding of routines. For example, when they hear the music playing they are all keen to help tidy up. Children's behaviour is good and supported well by staff through effective strategies such as, distraction. Staff are good role models. They are calm and courteous and always respect and value children's opinions.

Staff have established positive relationships with the school to support and prepare children for their transition to the reception class. Parents feel that arrangements have been excellent and staff have been supportive in monitoring children's progress in readiness for school. The key person accompanies children to the reception class ensuring that children are happy and settled. Throughout the year children attend school and community events. The effectiveness of the delivery of the educational programme and assessment arrangements is regularly reviewed with the reception teacher to bring about further improvements.

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

Children are cared for in a very safe and secure environment where they are able to roam freely in between the indoor and outdoor environments. Staff have exceptional understanding of the safeguarding and welfare requirements and implement these well. Children's well-being is of high priority and staff frequently adapt practices to ensure children's safety. Initially children were escorted through the school premises at collection time however, staff monitored this process and through a thorough risk assessment decided it was not meeting the needs of the children. Therefore, staff made amendments to develop further children's safety at collection. All staff have completed relevant safeguarding training and are fully aware of their responsibilities should a child protection issues arise. Staff regularly review procedures and update their knowledge at termly staff meetings. There is effective inter-agency engagement to support children successfully.

There are very clear recruitment and induction arrangements to ensure that suitable staff look after children. There are effective systems for managing staff's performance throughout the nursery. For example, there are regular appraisals and managers regularly monitor the training needs of staff in accordance with their interests and the needs of the children. As yet, arrangements to observe and monitor staff have not been fully implemented. The owner and management team have very good understanding of the strengths and weaknesses of the provision in particular, the excellent monitoring of the educational programme, planning and assessment arrangements are a strength. They have successfully identified priorities and developed comprehensive plans for the future to maintain good continuous improvement.

There is excellent partnership working with key agencies, other early years settings and professionals to thoroughly support children with special educational needs and/or disabilities. Parents comment favourably of the continued support that staff give them and

their children to ensure children are fully included in nursery life. Parents comment favourably about the key person system and feel that staff listen to their views and support them thoroughly such as, developing involvement in creative and mark-making activities and initiating the stay and play session in the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	133043
Local authority	Bath & NE Somerset
Inspection number	884428
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	46
Number of children on roll	71
Name of provider	Jeanette Elizabeth Lewis
Date of previous inspection	10/07/2009
Telephone number	01761-418226

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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