

Longscroft Children's Nursery School

Inspection report for early years provision

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Inspector	Michelle Tuck
Setting address	Longscroft Children's Nursery School, Trowle, TROWBRIDGE, Wiltshire, BA14 9BL
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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

Longcroft Children's Nursery School Ltd is located in Trowbridge, Wiltshire close to a main route to Bath. The nursery has been in operation for several years and re-registered in 2012 as a limited company. The nursery operates from several purpose adapted buildings within spacious outdoor areas and fields. Opening times are Monday to Friday from 7.30am to 6.00pm, all year round except for the Christmas holiday period.

A maximum of 105 children may attend the nursery at any one time; of these, not more than 24 may be under two years. There are currently 101 children on roll. The nursery is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. There are 23 members of staff, plus five bank staff that work with the children. Most hold a Level 3 qualification or above, including two that have Early Years Professional Status. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. They support children with special educational needs and/or disabilities and children that are learning English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children make very good progress in their learning and development. Staff are consistently reflective and especially focused on meeting the individual needs of children attending. The majority of the day is organised well and generally good hygiene practices are followed and maintained successfully. Staff develop excellent links with parents and some other outside agencies to support fully the children in their care. Effective systems of self-evaluation and high level of commitment to continuous improvement ensures positive outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the organisation of group times to ensure all children's individual needs are met
- ensure the premises is kept clean with particular regard to the pre-school bathroom
- Provide consistent opportunities for self-chosen activities, and for choices within adult-initiated activities.

The effectiveness of leadership and management of the early years provision

Thorough safeguarding procedures are in place to promote the safety and welfare of the children in the nursery. In addition, robust recruitment, vetting, induction and appraisal ensure the ongoing suitability of staff to work with children. Staff have a good understanding of child protection issues and the policies and procedures to follow if they have concerns for a child in their care. Risk assessment records are in place and daily checks help ensure areas of the nursery are safe and secure.

Staff work well as a team and are dedicated to raising outcomes for children. They provide good role models for children by being respectful and polite. Inclusion is at the heart of everything they do. Staff are fully aware of the setting's strengths and areas for improvement and the self-evaluation process involves staff, parents and children. Staff demonstrate a strong commitment to continuous improvement and regularly undertake training to ensure their knowledge and skills are updated.

Staff generally deploy themselves well throughout the day to meet the needs of the children. However, the organisation of large group times means the needs of some children are not fully met to allow them to fully participate in the activity, for example discussion time after lunch. In all rooms, resources are made easily and suitably accessible to children. Children confidently help themselves to a wide range of tools and materials to develop their own ideas and practise emerging skills.

Promoting equality and diversity is securely embedded in the practice of the staff. Their knowledge of individual children is excellent and there are appropriate systems in place to work with other agencies involved in children's care and learning. Children who are learning to speak English as an additional language receive exceptional support from staff. For example, staff use Makaton, learn familiar words in their home language and provide them with visual clues to help them understand the structure of the day. Staff help children learn about cultures and beliefs through well planned activities. For example, creative and cooking activities relating to festivals, particularly those cultures of the children and families attending.

Parents are very happy with the service provided. They particularly like the activities children are involved in, how they can make choices and the feedback they receive with regard to their individual children. Staff develop positive relationships with parents. They provide them with opportunities to discuss children's care, learning and development at the beginning and end of the sessions. Parents have access to their children's learning journals at any time and are actively encouraged to contribute their observations from home.

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

Children are very happy, and are making very good progress in their learning and development due to the experiences they have at the nursery and from the support and interaction they receive from the staff. Children are provided with a good balance of learning opportunities, including time for adult-led activities and group times, free play and outside play. Staff follow children's interests well and extend their learning as they talk to children about the activities and ask questions that make them think. However, after lunch time in the toddler room there is less opportunity for children to choose freely from the resources available, or to make choices within the adult-initiated activity.

Children are well-behaved and follow the daily routines well. Children that find it more difficult to follow instruction are well supported through sensitive interventions, to help children learn how their behaviour may affect others. Children feel very safe and secure in the setting and participate in a range of safety procedures, such as fire drills, which enable them to learn about keeping themselves safe.

Children learn about healthy lifestyles through interesting topic work and the healthy snacks and meals provided. Learning is further enhanced by planting and tending to fruit and vegetables in the garden and taking part in Yoga sessions. Records which safeguard children's health are maintained to a high standard and children are cared for in a mostly clean environment. They are aware that they need to maintain their own personal hygiene to prevent the spread of germs through hand washing, and do so with minimal reminders from staff. However, the bathroom in the pre-school room is not maintained to the same good standards as other areas in the nursery.

Children have good opportunities to enjoy, achieve and develop their skills for the future. They play imaginatively in the home corner as they imitate adults while using play food and dressing the dolls. Children learn about nature and living things as they learn about life cycles, through the incubation and hatching of eggs. As a result, the chickens are now in the nursery pen where the children help to feed and look after them. Children develop their problem solving skills as they use a range of puzzles and construction sets effectively. Children develop their awareness of technology through the use of programmable toys such as the 'bee bot' and educational games on the computer. Children are happy and make good use of their learning environment. As a result, they are making good progress towards the early learning goals.

Babies and young children have a wonderful time in the spacious, warm and welcoming rooms where they can move around and explore in safety. Babies explore with investigative objects, pressing buttons, shaking rattles and placing objects inside boxes. They enjoy using their senses to explore the environment as they stamp on bubble wrap and hide under material, playing 'peek-a-boo' with the staff. Babies and younger children have lots of warm interaction and eye contact with staff, who respond to their gurgles and early attempts to form words. They

thoroughly enjoy the cuddles they receive, and show their delight by smiling happily. Personal routines are discussed with parents and supported very effectively by staff, such as nappy changing and sleep routines.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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

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