

Longscroft Children's Nursery School

Longscroft Children's Nursery School, Trowle, TROWBRIDGE, Wiltshire, BA14 9BL

Inspection date	14/11/2012
Previous inspection date	30/07/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children of all ages thoroughly enjoy their time at the nursery and are happy, secure and enthusiastic learners because the skilled staff team establish warm and caring relationships. They make good progress in relation to their starting points and capabilities.
- Children play and explore in a well-planned learning environment both indoors and outside that supports their all round development. The staff plan for a good range of stimulating resources that closely match children's needs and their interests.
- Staff develop good partnerships with parents, carers and other professionals. This enables the sharing of information that strongly supports children individual needs and provides good continuity of care.
- Strong leadership and secure evaluative processes mean key strengths and areas for improvement are receiving high priority and result in improved outcomes for children.

It is not yet outstanding because

- The performance management system is not fully effective in promoting consistency in staff interactions with children across the whole nursery.
- The programme for sounds and letters to support children's literacy skills is not fully developed.

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

- One inspector undertook the inspection and observed activities in each of the rooms and outside areas.
- The inspector took account of the views of parents spoken to on the day.
- The inspector held meetings with the Nominated Person and manager.
- The inspector looked at children's assessment and planning records.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

Inspector

Timothy Butcher

Full Report

Information about the setting

Longscroft 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 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. There are currently 105 children on roll, all within the early years age range. The nursery is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are 23 members of staff, including bank staff that work with the children. Seven staff hold Level 3 qualifications, 2 staff hold level 2 qualifications and one staff member a level 4 qualification in child care. In addition two staff hold 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. The nursery school support children with special educational needs and/or disabilities and children who learn English as an additional language.

What the setting needs to do to improve further

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

- extend the systems for monitoring staff performance to further improve their consistency of interactions with the children across all rooms in the nursery
- improve the programme for sounds and letters to support children's literacy skills so that they receive even greater challenge.

Inspection judgements

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

Staff promote good settling in procedures for babies and young children. The key person gathers clear information from parents about the child's needs such as through 'all about me' documentation. The staff provide caring, warm supportive attention so that babies and young children feel secure and babies quickly gain in confidence and happily explore their surroundings. Children show they make good progress in their physical skills, walking and running as they explore their well equipped garden area. They excitedly test their skills, handling hoops and watching them roll away with glee and then as the children climb on to the slide. They make good progress in their language and communication skills because staff skilfully encourage babies to respond and keep up a conversation. For example toddlers explore with all their senses, the lights and star shapes in the cosy tent. The staff closely support them to imitate actions to 'twinkle, twinkle little star' and skilfully encourage them through repetition to recognise particular sounds. As a result young children try out new words and begin to name colours.

Most staff hold a very secure understanding of the early years foundation stage and how

children learn. Less experienced staff are well supported by knowledgeable room leaders and the two pre-school groups join together for various sessions throughout the day, sharing staff's teaching skills and knowledge. As a result children continue to make good progress following recent changes to the staffing arrangements.

The system of planning is effective and consistent through out the nursery. The planning covers each of the required areas of learning and development. Staff make accurate observational assessments and successfully track children's progress. Consequently, children enjoy a broad range of activities, both outside and indoors, that stimulate their play and learning and closely match their abilities.

Children make good progress in their personal social and emotional development. Key persons have a good knowledge of their individual children. They consistently provide encouragement, skilful interactions and praise for children's efforts and so children feel good about themselves. As a result children show eagerness to learn and make good progress.

Good teaching techniques, particularly for children in the ladybirds' room, support children's progress so that they securely acquire the necessary skills, attitudes and dispositions to take them to their next stage of learning and in readiness for school. For example, children show high levels of fascination in a free play activity at the water tray outside. They excitedly explore the effect of blowing bubbles in the washing up liquid and develop their hand to eye coordination as they do so. Children delight in the sensations as they learn with all their senses. They become very active learners through skilful open ended questioning by a member of staff, who offers them choice and supports their exploration well. They talk about what they are doing developing their language skills as they do so. Children choose the colour of the straw and then correctly count the number of straws when prompted by a member of staff. They use mathematical language about size when blowing 'big' bubbles. A child examines the wet marks they make with hands when 'washing' the wall. They make way for others to play alongside and learn to be social and to take turns. A child learns about the world and how things work showing careful deliberation when pushing the straw into a drain pipe to see how it fits.

Children have plenty of opportunities to be imaginative as each room has a role-play area. For example children use spiky construction bricks to make 'cakes with candles' and confidently bring these to adults to share in their birthday experiences. They demonstrate that they are exploring media well and using various construction materials from the good range made available each day. Children make good progress in mark making such as when making 'treasure maps' and to how these represent objects.

Older children make good progress in their communication and language because the staff team pay attention to what children say. In general they model speech well and encourage children to express themselves in songs, stories and rhyme. Specific communication friendly spaces in each room encourage children to talk with each other and overall, staff skilfully support all children, including those who learn English as an additional language. However, at times, some staff are not as skilled at intervening in children's play to fully extend their learning. For example, sometimes during outdoor play, some staff do not take every opportunity to talk to children about what they are doing.

Specific topics very successfully help all children to learn about different languages and cultures. Staff use some sign language with all children to further promote their communication and children gain a secure understanding of the differing needs of others.

The programme for sounds and letters to support children's literacy skills is newly in place this term. This has yet to be long enough in place to lead to exceptionally well targeted activities that provide excellent challenge for children in their reading and writing skills although it is beginning to drive improvement. Children recognise their names labels at self-registration time and older children practice writing their names on their art work. There is good independent access to books in each room. Young children show interest in handling books and older children demonstrate their enjoyment in looking at their favourites. At times this good practice is not always consistent in both of the pre-school rooms. Overall, children are well prepared for the next stage in their learning, whether in the nursery or in preparation for school.

Staff share information about children's progress verbally with parents and more formally through a review process. A three-monthly review process is being implemented and this will form the basis of the progress check when children reach the age of two.

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

Children of all ages make good progress in their physical development because they thoroughly enjoy taking their play outside each day into the adjoining areas of the garden. As a result they have good opportunities to be active, and they set themselves physical challenges such as jumping off of crates with both feet. Children show good control and coordination in large and small movements, in line with their expected development. As a result they enjoy being active and learn about the importance of physical exercise. They have good opportunities to learn about healthy eating through well-considered activities. Children help grow vegetables in the garden. A week-long topic throughout the nursery provides children with very good opportunities to experience a range of foods from a different country each day. At snack time, for example, children help to make and decorate a pizza. Staff sit alongside them and support them well to use cutlery to spread the topping and decorate the pizza and to take turns. Discussions encourage children to widen their tastes and to think about healthy options.

Babies and young children have their physical and care needs closely met. They respond to caring key persons with smiles, showing they are content. Attentive staff enable babies and young children to remain at ease while they have their nappies changed. Staff provide sound routines so that children secure independence skills relative to their ages such as personal hygiene and hand washing. Young children are sensitively encouraged and cooperate to have their noses wiped. Children put on their coats before going outside and receive very appropriate support to develop these skills.

Children demonstrate good security and a strong sense of belonging. Children show they feel safe in the setting and seek out staff. They learn about safety and acceptable risks, such as when jumping off of crates outside they learn to do so safely. Staff provide

consistent boundaries. They use praise and encouragement effectively to help support children to take turns, to share and to be aware of each others needs. In general staff use a problem solving approach to behaviour management. Children of all ages make secure attachments with adults and get on well with their peers because staff treat them with respect and as individuals. Children learn to be tolerant of each others differences through a good number of activities that celebrate different cultures and validate children's backgrounds and home languages. Staff have a very secure understanding of the individual needs of children. This includes those with specific needs and those who learn English as an additional language and consequently they receive good support. They progress well, given their starting points and abilities because promoting equality and diversity is securely embedded in the practice of the staff.

Parents report positively on the transition arrangements that prepare children well for their move between rooms. Children quickly adjust and soon begin to progress. Activities in the last term before children attend school are well-targeted to prepare them for school and good links with the local school aid the smooth transfer.

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

Leaders and managers have a secure understanding of their responsibilities in meeting the safeguarding, welfare and learning and development requirements of the Early Years Foundation Stage. The staff demonstrate a clear understanding of safeguarding procedures and know what action to take if they have a concern. The provider promotes effective staffing ratios to meet the children's needs. Risk assessments successfully minimise potential risks to children so that they are cared for in a safe, secure and clean environment. Documentation shows that the process of induction covers the required elements. This is undertaken within acceptable timescales.

The manager is knowledgeable, enthusiastic and a good role model. The whole staff team work well together and are continuously driving improvement to the benefit of children. The manager monitors the educational programmes, reviews planning documentation and holds regular supervision meetings. This results in a clear line of responsibility for the delivery of the educational programmes and strongly supports the continuous professional development of staff. The skilled staff team hold a secure awareness of the areas of learning and how children learn. The majority of practice is based on good quality teaching however, very best practice has yet to be fully shared with all staff. This affects the consistency of interactions that maximise children's learning experiences across the nursery.

Leaders are addressing the recommendations from the last inspection, for example the pre-school room toilets were clean at inspection. The learning environment both indoors and outside is made stimulating, rooms are well resourced and welcoming following refurbishment. Children have very good opportunities to make choices in self-chosen activities. A particular strength is the child friendly spaces set out in each room to specifically promote each of the areas of learning. As a result children have easy access to

low-level resources, make good progress and older children increase their independence in readiness for school.

Staff demonstrate a clear commitment to working in partnership with parents, carers and external agencies involved in providing support for children and their families. All parents and carers spoken with at inspection report very positively about the nursery and the staff. Effective communication through the key person system, questionnaires, displays in rooms and review meetings, enable very good information sharing to take place. Parents are regularly encouraged to be involved in children's learning such as through items sent in for 'letter of the week' and children are able to take books home. As a result children receive good support and continuity of care and learning.

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
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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.
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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.
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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.
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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.
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Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
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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	EY441907
Local authority	Wiltshire
Inspection number	888631
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	105
Number of children on roll	104
Name of provider	Longscroft Children's Nursery School Ltd
Date of previous inspection	30/07/2012
Telephone number	01225777698

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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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