

Newchurch Nursery

Newchurch Cp School, School Lane, Newchurch, SANDOWN, Isle of Wight, PO36 0NL

Inspection date

Previous inspection date

16/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

- The nursery effectively monitors and reviews all aspects of the provision to drive improvement and maintain the very high quality care and learning for all children.
- Robust and rigorous safeguarding procedures ensure children are very safe and secure.
- All children benefit from highly enabling play and learning environments.
- All staff are extremely knowledgeable, with exceptional understanding of the Early Years Foundation Stage framework, fully promote children's learning and development.
- Children of all ages develop very positive relationships with staff.

- Older children have fewer opportunities to take risks and explore their physical capabilities.

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

- The inspector spent time talking to the owner, the staff and the children.
- The inspector observed practice in the baby room and the pre-school, both inside and outside.
- The inspector analysed a sample of children's learning journeys, planning, and evaluation systems.
- The inspector accompanied the older children to part of the joint assembly with the school.

Inspector

Lisa Cupples

Full Report

Information about the setting

Newchurch Nursery is a well-established setting that re-registered in 2012, due to a change in ownership. It is managed by a limited company and is one of three early years provisions that this company is registered to operate. The setting operates from a purpose-built brick building and a mobile unit that are both situated within the grounds of Newchurch Primary School, on the Isle of Wight. The premises are fully accessible and all

children have access to their own secure outdoor play areas.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 57 children in the early years age group on roll. The nursery is open Monday to Friday from 8am to 5.30pm for 50 weeks of the year. During term time, a breakfast club and out of school club operates Monday to Friday from 8am to 8.45am and 3pm to 5.30pm. During school holiday periods a holiday club operates Monday to Friday from 8am to 5.30pm.

The company employs 10 members of staff to work directly with the children. All staff hold early years qualifications, ranging from level 3 to graduate level.

What the setting needs to do to improve further

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

- provide more activities to challenge the older children physically to enable them to take risks and explore their own capabilities.

Inspection judgements

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

All children are making rapid progress towards the early learning goals in relation to their starting points. The exceptionally knowledgeable staff team spend time observing what the children can do and analyse the information to identify the children's next steps. This information forms the basis of the comprehensive curriculum planning and ensures all activities are meaningful and interesting for the children. Assessment at all ages, including the two-year-old progress check, is accurate and the parents are involved at all stages. All children enjoy a vibrant and stimulating play and learning environment, with low level, clearly labelled resources that are easy for the children to reach. This increases and promotes their independence and decision-making skills from an early age.

Children's spoken language is developing exceptionally well with the use of robust assessment, such as the Every Child a Talker programme. Babies and young children enjoy an extensive range of activities and resources, which enable them to explore their surroundings as they learn about the world. For example, staff prepare treasure baskets with different themes for the children to investigate. All children have many opportunities to mark-make and practise their emergent writing skills for different purposes, such as writing messages in the home corner. Babies enjoy body painting and mark making in the

sand and exploring the properties of gloop. Older children are able to write clear, recognisable letters as they write their names on their work. Children link letters to sounds and enjoy listening to stories and handle books correctly. All children use their imagination well during role-play activities and when using small world resources. For example, children create characters and storylines, negotiating well with each other, as their own ideas develop. Staff facilitate this well, enabling children to collect appropriate resources from around the playrooms to extend their own learning.

Staff effectively question the children, using open-ended questions, encouraging them to think about what they are trying to achieve. For example, children want to know who has the most dried pasta. The member of staff asks how they can find out and the children decide to use the scales. The children weigh the pasta, using mathematical language to describe volume and weight. The older children support the younger ones. For example, the children explain that when one side of the scales is lower, that tray has more, so it is heavier. Children recall past events and share their own experiences with others. For example, children talk about recent trips to the theatre and describe the characters they saw. Children in the pre-school room demonstrate competent computer skills as they find chosen programmes, use the keyboard and control the mouse effectively. Consequently, staff prepare all children very well for school or the next steps in their learning.

Parents are fully involved with their children's learning from the moment they register with the setting. Key people spend time with the parents gathering information about the children's learning, development and welfare. This ensures staff can track the children's progress accurately because they have detailed information about their starting points. Parents have access to their children's records and are able to discuss their children's progress and make written contributions to their children's records. Parents are able to extend their children's learning at home because staff share information routinely about what they are working towards with the children and provide examples of home activities to support the children's learning.

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

All children are extremely happy and settled during their time at the nursery. Staff spend time getting to know the children and their families exceptionally well, enabling them to meet their individual needs at all times. Children build very positive relationships with the staff because the staff teams and key people are consistent. Babies and young children feel secure in the setting and often hold their arms up for cuddles or snuggle in to staff when they have just woken up. Children of all ages laugh and giggle as they enjoy their time at the nursery, and learn without realising it because they are having so much fun. Children show high levels of confidence and self-esteem as they question the inspector and examine the computer. Younger children confidently push buttons and smile as the letters appear on the screen.

Staff effectively support children's social skills from an early age. They are extremely positive role models and encourage the children to try new things at every opportunity. Staff introduce new vocabulary during activities and give the children time to repeat the

words as they learn. Children are polite and use their manners at all times. Staff gently correct the children's grammar to further develop their spoken language and communication skills. Children demonstrate an awareness of how to use tools safely. For example, children remind others of the rules when using scissors at the craft table. Older children are able to explain exactly what happens during a fire drill, demonstrating a very good understanding of the evacuation procedures, following regular fire drills.

All children learn about the importance of healthy eating and lifestyles through discussion, activities and daily routines. Children show an awareness of good personal hygiene as they talk about washing away the germs before lunch. Older children talk about the types of food that are good for them and name some foods, which they should only have as a treat. Children enjoy a healthy and nutritious range of fresh fruit and vegetables during meal times. All children have access to secure outdoor play areas in all weathers and enjoy a range of outdoor experiences covering all areas of learning. Younger children negotiate ramps and climb through tunnels; they manipulate resources and develop good hand to eye coordination. Older children ride wheeled toys, use large-scale construction resources, such as crates to build models and enjoy a range of ball games. However, older children have fewer opportunities to challenge themselves physically, to take risks and learn about their own physical capabilities.

All children benefit from the strong transition procedures in place to support their move to school or into the next stage of the nursery. Staff share information openly, with parents consent, to ensure the children's individual needs are being met. Exceptionally strong links with the local school enable older children to visit regularly and take part in joint events, such as school assemblies. Children are familiar with the school layout and the reception staff, making the transition to school as smooth as possible.

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

Robust and rigorous safeguarding procedures ensure children are safe and secure during their time at the setting. All staff have completed safeguarding and the Common Assessment Framework training to ensure they know how to implement the procedures if they have concerns about a child in their care. All children enjoy an extremely safe and secure play and learning environment because staff complete comprehensive daily checks and risk assessments. Staff control the entrance to the building via a buzzer system to ensure no unauthorised person has access to the nursery. All visitors are required to show identification and sign in the visitor's book, ensuring they maintain an accurate record of everyone coming into contact with the children. Meticulous recruitment and vetting procedures ensure all new staff and any students on placement are fully aware of their roles and responsibilities. All staff and students are vetted to ensure they are suitable to work with the children.

The nursery has excellent evaluation procedures in place to monitor and review all aspects of the setting, from daily activities to the long-term vision of the owner and staff. The setting uses a progress recording and monitoring system extremely effectively. Staff

record all details about individual children's achievements, and reports are run routinely to monitor their progress in all areas of learning. Additional reports monitor any gaps between different groups of children, or individual key people's children, to identify any patterns, particular strengths or any areas for development. All staff use the information, alongside the key peoples' observations to inform the planning. This helps to ensure planning reflects the needs of the children at the time that is right for them. The owner has implemented a range of changes since taking over the setting to drive improvement. She has introduced new monitoring systems; changed the lay out of the rooms and developed the outside areas to ensure children access an extensive range of outdoor learning opportunities.

Comprehensive performance management systems, such as one to one meetings and annual appraisals, help to ensure all staff are monitored to identify their strengths and any areas for professional development. All staff take responsibility for individual roles within the setting, such as the designated child protection officer, the out of school provision, health and safety, behaviour management and the curriculum. This is developing the staff team's motivation and self-confidence and they are all actively striving towards improving the setting for all the children who attend. This clearly demonstrates the provisions exceptional capacity to improve.

Partnerships with parents and carers are highly valued. The nursery develops professional and cohesive relationships with them to fully enable every child's learning and development. Exceptional information sharing sustains a consistent and successful two-way communication to achieve high quality outcomes for children. The owner is a well-established high quality provider on the island. As a result, extremely strong links are already in place with a number of agencies. The nursery has very strong links with children's services, the health visitors, speech and language therapists, and the local authority special educational needs team, local schools and other early years providers. Consequently, the leadership and management of the setting is outstanding and procedures ensure all children receive the right support at the right time for them.

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.
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	EY446838
Local authority	Isle of Wight
Inspection number	798647
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	43

Number of children on roll	57
Name of provider	Furze Hill Childcare Centre Limited
Date of previous inspection	Not applicable
Telephone number	01983868361

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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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