

# Old School Day Nursery

Fernbank Road, NORTH ASCOT, Berkshire, SL5 8LA

<b>Inspection date</b>	19/11/2012
Previous inspection date	09/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- An appropriate balance of child-initiated and adult-led activities is not delivered through planned purposeful play based on children's interests to help them make sufficient progress in all areas of learning. Children do not have sufficient opportunities to make choices and decisions about their play.
- Not all parents are fully aware of who their child's key person is and there is no 'buddy' system in place to support children in the absence of their key person. Children's starting points are not always up to date in order that staff have a fully accurate understanding of children's individual needs.
- Children's communication in languages other than English is not fully included in the learning and development programme.
- The educational programmes for mathematics, and expressive arts and design are weak and do not help children make sufficient progress.
- Not all children are encouraged to learn about the importance of hand washing before eating.

### It has the following strengths

- Children behave well as staff use consistent and clear boundaries for children who develop a good understanding of acceptable behaviour.
- Children benefit from a nursery that promotes their physical development and a healthy lifestyle through regular access to fresh air and exercise.

- Children benefit from a bright, welcoming environment and staff's relationships with parents are positive.

### **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 and trainee inspector observed activities in the outside playground, minnow and rainbow room.
- The inspectors held a meeting with the management team, which included the nominated person, manager and deputy.
- The inspectors looked at children's assessment records and planning documents.
- The inspector spoke to children and staff during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector took into account the views of parents during the inspection.
- The inspector sampled policies and procedure documents.
- The inspector phoned the duty inspector before feedback.

### **Inspector**

Mandy Gannon

## Full Report

### Information about the setting

Old School Nursery and Out of School Club is privately owned, it opened in 1989 and was first registered in 1991. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from part of a converted Victorian school building in North Ascot. The nursery is open each week day from 8am to 6pm for 51 weeks of the year. The out of school club runs from 3pm to 6pm during term time and from 8am to 6pm in the school holidays. All children share access to a secure enclosed outdoor play area. There are currently 114 children on roll, of these 86 are in the early years age range. The nursery is in receipt of funding for free early education. Children attend a variety of sessions and come from a wide catchment area. The setting supports children with special educational needs and those who speak English as an additional language. The nursery and club employ 14 staff. Of these 13 hold appropriate early years qualifications, with one qualified at level 6 and ten members of staff qualified at level 3. The owner is a graduate and holds Early Years Professional Status.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the educational programme for mathematics by; displaying numerals in purposeful contexts, including counting money and change in role play games and by demonstrating language for shape, measures and positions in discussions
- develop the educational programme for expressive arts and design by; providing a wide range of materials, resources and sensory experiences to enable children to explore colour, texture and space: providing resources for mixing colours and joining things together and supporting children in thinking about what they want to make and the materials they may need
- provide opportunities for children to develop and use their home language and culture in their play and learning
- extend the key person approach in order that all parents have a clear understanding who their child's key person is and that the key person has an

accurate understanding of children's individual needs

- monitor the observations made by the key person to understand each child's individual needs and interests to plan an appropriate balance of child-initiated and adult-led experiences to help children progress to the next stage in their learning and development.

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

- develop the Key person system so that there is an alternative person who knows the children and family well and can step in whenever necessary
- improve children's health and self-care by talking to all children about the importance of hand washing.

### Inspection judgements

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

The educational programme does not sufficiently cover all the areas of learning, particularly the educational programmes for mathematics and expressive arts and design. Therefore, children do not make sufficient progress across all the areas of learning. Children are involved as they play with toys and resources, which staff set out. However, children are not fully encouraged to be independent in making choices about what they wish to play with. For example, the nursery has not labelled boxes containing toys in all rooms to encourage and aid children making choices and decisions. Therefore, children rarely initiate their own play and learning. Staff make regular observations and assessments and identify the next steps in children's learning. Although, next steps in learning inform planning these are not effectively used to plan for the individual needs of each child. For example, groups for younger children are often too large and staff do not fully explore older children's interests as topics and themes are often set by staff. This means activities and experiences are not always meaningful to children and do not capture their interests.

Children are warmly welcomed into a friendly environment where they form sound relationships with staff and others. The quality of staff skills vary throughout the nursery, and as a result the nursery does not always effectively promote appropriate characteristics of learning. Children are not fully engaged and motivated to be independent learners. Staff often over-direct play and there is not an appropriate balance of child-initiated and adult-led activities delivered through planned purposeful play. For example, staff give children pots of white paint and brushes and are shown where to put the paint on the paper, instead of encouraging children to create pictures using their own ideas. Children are not encouraged to make choices about the resources and tools they wish to use. Some staff are too focused on reproducing their own ideas and do not always give children sufficient opportunities to express their creativity and ideas. For example, children are asked to colour in worksheets and are given green collage to stick on pre-cut out crocodiles.

Some staff support communication and language well encouraging open-ended thinking as they ask 'what could we do?' Children are able to develop their understanding that print carries meaning as some labels are in place throughout the nursery but labels are not provided on toys and resources to help children make free choices in their play. Staff encourage older children to recognise their name as they hang their coats and select their name when deciding to have snack. Children enjoy books and visit the neighbouring library for story time. Children in the younger room enjoy a book as some skilled staff actively involve and engage them. However, other staff disrupt the story to put on the children's coats when they are involved in the story and do not always take into account what some children are saying. Children have opportunities to mark make, although children are not able to freely select a full range of creative materials as they are not always available. Some staff do not fully understand children's individual learning and development requirements as young children colour in worksheets and staff identify the purpose of the activity as telling the time and learning shapes. Staff do not fully extend and explore mathematical development as number lines are not at child height and staff do not explore mathematical language in everyday play. For example, an older child made a shop and was selling killer whales and lined the whales up in size. They announced how much they cost to buy and although staff came and bought a whale they did not extend or enthuse children's ideas, for example by talking about money.

Children who speak or hear other languages at home attend the nursery and parents have been approached for key words to support their children. However, this is not yet fully in place in order to equally value other cultures and languages in children's play and learning. The nursery gathers and records information in order to establish an understanding of most children's starting point. The setting is aware to complete two-year-old- progress checks and staff have attended training about how to do this. Parents are encouraged to contribute to their child's development through daily discussions, sharing of development records and attending regular parents' evenings. The nursery has effective systems in place to aid smooth transitions onto school. They have visits from reception teachers and head teachers of local schools establishing positive links. The nursery has initiated links with other settings children also attend.

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

Children are confident as they come into the setting as they speak to staff and other adults. However, children are not able to become independent and confident to explore and make decisions about what they wish to play with as staff set out toys and activities. A key person system is in place and staff talk to parents about children's likes, dislikes and routines. Parents speak positively about the nursery, how quickly their child has settled and find all staff approachable. However, not all parents and staff are clear of who their child's key person is and initial information gained with regard to children's individual needs is not fully in place. Therefore, some staff have a limited understanding of each child's care and learning needs. For example, a young child who does not like loud noises

is sat in a large group for music and on becoming upset, is not cared for by their key person. A co-key person system is not in place in order to support children in the absence of their main carer.

Children benefit from a healthy well-balanced mainly vegetarian menu. Children enjoy their food and are able to eat sufficient quantities to satisfy their appetites. All children sit together socially at lunch times and staff support and encourage their independence. The nursery chef prepares and caters for all dietary needs and preferences. Staff promote independence at mealtimes as younger children use appropriate cutlery and bowls to feed themselves and older children are encouraged to serve their own food. Staff help and encourage children to take care of their personal needs. Older children put on their coats to go outside and confidently take themselves to the toilet. Most children are aware of good personal hygiene routines as they wash their hands before food, using separate towels to dry them, to minimise infection. Staff do not always wash younger children's hands before food in order to promote their awareness of hygiene routines. Children benefit from frequent opportunities to go outside as they explore the garden, which the nursery has plans to develop. Children confidently climb steps and go down the slide; they skilfully balance on wooden planks and use appropriate sized tools to sweep up leaves, which they then excitedly play in. Regular opportunities to access the outdoors in all weathers are part of the weekly routine and include visits to the woods on 'wild Wednesdays'.

Children feel safe and secure as staff support them in learning about risks and how to keep safe. For example, even the youngest children hold hands and walk in pairs round the building to access the outdoor area. Children are well behaved and are aware of familiar routines, which promote their sense of security. The nursery promotes a sense of belonging as children have their individual coat pegs, which include pictorial labels to aid younger children. Children bring in items from home for planned topics making links between home and nursery. Some children's artwork is on display although it is often templates made by adults. There is not sufficient emphasis and value to display children's free expression in art to help them develop a sense of pride and belonging, with too many displays made by adults.

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

The nursery has a strong understanding of their responsibility in meeting the safeguarding and welfare requirements. The nursery promotes children's safety well but they are less secure in their understanding of the learning and development requirements particularly in planning to meet individual needs and enabling child-initiated play. Many activities are over-directed by adults and do not allow children to explore and investigate, and initiate their own learning. In particular, the programmes for expressive arts and design and for mathematics are weak and do not help children make sufficient progress.

Effective recruitment and vetting procedures are in place in order to check the suitability of staff in contact with children. Staff have an accurate understanding of safeguarding procedures and complete regular training. Regular fire evacuations are practised and a record is in place promoting children's safety. Accurate registers monitor times of arrival and departure as parents record on an electronic system and staff maintain registers in each room. Effective systems are in place to record accidents, incidents and the administration of medication. The nursery regularly reviews policies and procedures, which they share with parents and staff in order to keep everyone up to date.

The management team show some commitment to continuous professional development as they have supported several staff through their Foundation Degree, although some of these staff members have since left the nursery. Systems are in place for performance management. New members of staff have an induction programme to help develop their awareness in the nursery. Staff training, appraisals and supervision are in place and help the staff to remain motivated in their work. The nursery meets some of staff's training needs through the local authority and in-house training. The management team have identified the development and training needs of some staff. H effective monitoring systems are not fully in place as the management team have not taken steps to identify inconsistencies in staff's practice in meeting children's individual needs. The nursery reflects on its practice in many ways including regular staff meetings and the completion of a self-evaluation. Some improvements have been made since the last inspection and the nursery has addressed some of the previous recommendations by revising their medication form. However the nursery continues to develop their support of children where other languages are spoken or heard at home. However, management have a limited understanding of their provision and its inconsistencies in meeting the Early Years Foundation Stage learning and development requirements.

The nursery has a good relationship with parents overall. Staff have daily discussions with parents and value their suggestions and contributions. A clear notice board is available for parents with important information and parents are encouraged to share family events, such as new births, which they announce and celebrate with others. Effective systems are in place to exchange information with other professionals in order to support children's on-going development.

### **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

<b>Unique reference number</b>	119251
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	888680



<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	64
<b>Number of children on roll</b>	114
<b>Name of provider</b>	Old School Day Nursery
<b>Date of previous inspection</b>	09/03/2011
<b>Telephone number</b>	01344 890 668

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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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