

# Newdale Nursery

Newdale County Primary School, Marlborough Way, TELFORD, Shropshire, TF3 5HA

## Inspection date

Previous inspection date

17/12/2012

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

- A highly effective key person system ensures that all children are happy and settled in a welcoming environment. In particular, staff are exceptional at providing an inclusive environment and acknowledging the needs of individual children.
- The rich, well-planned and stimulating environment, combined with high-quality resources, means children are provided with an exceptional educational programme which has depth and breadth across all areas of learning, and as a result all children are making rapid progress in their learning and development.
- The leadership and management of the nursery are inspirational. The manager, who is a qualified teacher, creates a highly positive ethos within the setting. All staff support her extremely well and are committed and dedicated professionals who have high expectations for children's achievements over time.
- Robust and rigorous safeguarding procedures ensure that children are very safe and secure.

## 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 observed activities in the three play areas and completed a joint observation with the manager in the pre-school group.
- The inspector held discussions with members of the senior management team, a representative from the Early Years team and the chairperson of the governing body.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and written comments from completed questionnaires.
- The inspector sampled a range of documents including observations of children, assessment and planning records, policies and procedures, children's details and other relevant information.

## Inspector

Julie Preston

## Full Report

### Information about the setting

Newdale Nursery and Out of School Club was taken over by the school in 2012. It is registered on the Early Years Register and the compulsory and voluntary parts of the

Childcare Register. It operates from three large playrooms and the school hall within Newdale Primary School in Telford and Wrekin. The setting serves the local area and beyond. There are three fully enclosed outdoor play areas available for the children.

The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. The setting is also led and managed by a qualified teacher. The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 6pm during term time and from 8am until 6pm during school holidays. Children attend for a variety of sessions. There are currently 66 children attending who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The setting receives support from the local authority.

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

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

- develop the outdoor area to include additional opportunities to extend children's climbing skills.

### **Inspection judgements**

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

Children of all ages are making rapid progress towards the early learning goals, in relation to their starting points, across all areas of learning. The exceptionally knowledgeable staff team spend time observing what the children can do and analyse this information to identify children's next steps. This information is the basis of the detailed planning implemented and ensures all activities are meaningful and interesting for the children. Practitioners are extremely passionate and are committed to supporting all children in fulfilling their potential, given their varying starting points and levels of ability. All staff and management have very high expectations of what and how children learn. Staff interaction with the children is inspirational and enables children to be well motivated and actively engaged. They support and challenge children effectively as children explore an excellent range of safe equipment to acquire new skills to operate technology. For example, children actively engage in using the remote control cars and other programmable toys, extending their understanding about how they work. Staff provide clear and precise instructions to help children extend their learning. They also place a very strong emphasis

on developing children's early listening and communication skills. Daily opportunities are provided for older children to sound out letters and recognise letter shapes within fun activities that all children are seen to enjoy.

Children enjoy a vibrant and stimulating play and learning environment both inside and outdoors, 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 are animated and enthusiastic as they make choices about their activities, which are extremely well prepared and attractively set out. For example, within the toddler room children select activities to participate in within free play sessions by answering a play phone to tell their parents what activities they are going to choose. Children are valued and adults help them to feel good about themselves by offering lots of positive support, praise and encouragement. They are well behaved and understand the boundaries in place within the nursery. The quality of teaching and learning is outstanding and is always interesting, challenging and, most importantly, great fun for all. Staff have an excellent understanding of the Statutory Framework for the Early Years Foundation Stage and how children learn.

The systems for observation and assessment of children's progress across all seven areas of learning and development are very sharply focused. Staff use, Development Matters in the Early Years Foundation Stage as an effective tool. They use this to monitor and identify areas where individual children may not be achieving as well as they should or where children, who excel in some aspects of their learning and development, require additional challenge. This close and systematic analysis results in very well-targeted planning and support so that all children make excellent progress and are fully equipped with a vast range of skills in readiness for school. Senior managers work exceptionally well with other professionals to support each child and their family, where necessary, for example, by implementing specific speech and language activities for individual children within the normal routine of the nursery. Parents are actively involved in their children's learning; they share information about what their children achieve at home. Staff include this information within children's developmental records, further emphasising the true partnership between the setting and the family, that benefits each child.

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

The nursery provides a highly stimulating environment for children who attend that promotes learning and challenges children both in and outdoors. 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. 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. For example, children use torches to explore and investigate in the dark den and act out going on expeditions. The highly effective key person system supports children in developing strong levels of personal independence. They form secure attachments with kind and caring staff, resulting in their emotional well-being being exceptionally well

supported as children talk with ease to staff about any concerns they may have. For example, children are given time when they initially join the setting to develop relationships with the staff team, this enables staff to determine the best person to be the child's key person from bonds formed in these early stages. Children display high levels of confidence and self-esteem as they negotiate with others, for example, sharing and taking turns within activities. They demonstrate excellent behaviour according to their age and stage of development; they are polite and listen to and follow staff requests. All children show a strong sense of belonging in the setting as they move freely in the environment.

All children learn about the importance of healthy eating and lifestyles through discussion, activities and daily routines. For example, children particularly enjoy cooking activities and regular forest school experiences in small groups. Children show an awareness of good personal hygiene as they implement good hand washing procedures. A healthy and nutritious range of fresh fruit and vegetables are provided for children during meal and snack 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, although there is scope to extend opportunities for children to develop their climbing skills. Children's safety is of a high priority to staff that effectively support children's growing understanding of how to stay safe. For example, children participate in regular fire evacuation drills and learn about road safety in the outdoor area when using the created road way that has appropriate signage in place.

All children benefit from the strong transition procedures and the links the setting has with the baby unit and the school. These effectively support children's move to the school reception class and into the nursery itself. Staff share information openly, with parents' consent, to ensure that the children's individual needs are being met. These exceptionally strong links enable older children to visit regularly and take part in joint events. Children are familiar with the school layout and the reception class staff, making the transition to school as smooth as possible. It also provides opportunities for detailed information sharing between practitioners and flexibility that allows for gradual settling of babies moving up to the nursery. This action, combined with the development of children's self-help, confidence, use of initiative to solve problems and the ability to work cooperatively with others, means children are exceptionally well prepared for the next stages in their learning.

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

Staff are committed, enthusiastic and passionate about their work, being led by a strong manager who is also a qualified teacher. The governing body and the school's head teacher motivate and inspire the staff team. They take an active role within the setting by providing support, guidance and knowledge for this exciting development and therefore play an active and very influential part in supporting each child and their family. The manager's strong vision to provide an inclusive environment, promoting a hands-on approach to children's learning and enabling children to take some responsibility for their own learning, is highly successful. There is a strong commitment from the other staff

members to allow children to develop at their own pace and this is achieved through the implementation of the comprehensive, accurate tracking of their progress across all seven areas of learning. Self-evaluation is rigorous and extremely well documented, truly reflecting the strengths and weaknesses of the setting. Consequently, plans for improvement are precise and meaningful. The strong management team leads with a clear vision for improving practice, ensuring that all children reach their full potential and are able to engage in all activities provided. There are excellent links with external agencies and parents to ensure that necessary interventions are sought to meet children's needs and to continue to close the achievement gap for those children who may be below what is normally expected for their age and stage of development.

Staff are fully aware of and committed to the implementation of all safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Comprehensive performance management systems, such as one to one meetings, peer observations and annual appraisals, help to ensure all staff are monitored, in order to identify their strengths and any areas for professional development. All staff take responsibility for individual roles within the setting, such as equality and diversity, safeguarding and protecting children, additional needs and behaviour management. 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 provision's exceptional capacity to improve.

### 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>	EY448455
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	804645
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	66
<b>Number of children on roll</b>	66
<b>Name of provider</b>	Newdale Primary School
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01952387720

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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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