

Low Hill Nursery School and Childrens Centre

Low Hill Nursery School, Jenks Avenue, WOLVERHAMPTON, WV10 9JN

Inspection date	07/01/2013
Previous inspection date	07/03/2007

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 form very close relationships with their key persons, seeking them out for support and comfort as needed, because staff are caring and sensitive to their individual needs.
- There are a wide range of learning opportunities provided, based on children's individual interests and levels of ability, enabling them to make good individual progress in their learning and development.
- Staff support children's emotional development well; this raises their self-esteem and encourages positive behaviour as they interact well with each other.
- Partnerships with parents and other agencies are extremely well-established; this means that each child receives continuous individual support to reach their full potential.

It is not yet outstanding because

- Staff practice is not consistently monitored to ensure they communicate clearly with children when giving instructions.

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.

Inspection activities

- The inspector observed activities and staff interacting, in the playroom and during outdoor activity.
- The inspector spoke with representatives of the governing body and conducted a joint observation with the senior group leader.
- The inspector took account of the views and comments from parents spoken to during the inspection.
- The inspector examined a range of documentation including records to assess staff suitability and qualifications, children's records, policies and procedures and children's developmental records.

Inspector

Patricia Webb

Full Report

Information about the setting

Low Hill Nursery School and Children's Centre was registered in 2006 on the Early Years Register. It is situated in purpose built premises in the Low Hill area of Wolverhampton and is managed by a voluntary sub-committee of representatives from the school, the local authority and parents. The setting serves the local area and is accessible to all children. It operates from one main playroom and there is a fully enclosed area available

for outdoor play.

The setting employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The manager holds a foundation degree in early years studies. The setting is currently open Monday to Friday, term time only, from 8.30am to 11.30am and 12.30pm to 3.30pm. Children attend for a variety of sessions. The current operation of the setting provides funded early education for two-year-old children. There are currently 19 children on roll, all of whom are within this age group. The setting supports children who speak English as an additional language and children with special educational needs and/ or disabilities.

What the setting needs to do to improve further

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

- develop the monitoring of practice to ensure that children are given clear and consistent instructions in order to fully enjoy activities provided.

Inspection judgements

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

Children make good individual progress as they eagerly participate in a varied range of activities. Their specific individual needs are clearly documented and used by staff who plan effectively for each child's age and stage of development. Staff provide a stimulating and well-resourced learning environment, both indoors and outdoors, and all children benefit from a wide variety of self-chosen activities. For example, they make marks on paper and fold their 'letters', putting them into the envelopes and 'writing' the address on the outside. Consequently children are developing their literacy skills. As a result, children are motivated to learn.

Children are sensitively supported in separating from their parents and carers on arrival. Staff encourage them to share and to become aware of the needs of others, taking into consideration their ages and stages of understanding. However, there are occasions when staff are not clear in giving instructions to children. For example, a group of children are called to the carpet book area and some immediately access their favourite books. One member of staff asks children to put the books away as it is not yet story time while another member of staff encourages children to bring over their book to look at together. Consequently children become confused and unsure of the directions to follow.

Staff effectively support children's communication and language development. For example, they repeat phrases to children as they give one or two word answers to questions. As a result, children hear a rhythmic flow of language and start to link sounds and verbally express their needs well. Staff are skilled in the use of Makaton sign language and children use this both in the setting and at home to promote effective communication. A key element of the educational programme for this age group is communication and the acquisition of spoken English. A local authority approved system is used to assess children's levels of speech and language. This means that assessment is specific and consistent among the various external agencies and results in support that is targeted for individual children's needs.

Staff place a very strong emphasis on promoting children's personal, social and emotional development. For instance, they understand that some children are reluctant to part with their chosen comforters or remove their hats and coats as part of their need for emotional security. Children make friends with other children and also relate positively to their key persons who reassure parents and carers of how they are settling in, particularly at the start of each term. Parents speak proudly of how their children talk about their 'best friends' when they get home.

Staff complete regular and accurate assessments of children's abilities and needs. They use these effectively to plan for individual children's learning and development. Parents and carers are kept fully informed of their children's progress and have access to the children's developmental records as they wish. Daily verbal feedback is given by each child's key person and a written report is also prepared to discuss with parents and carers at the end of each half term. Information from these reports is regularly shared with relevant professionals to support children's individual future learning and development. Parents share events from home with the key person, such as, a child sleeping through the night and becoming successful with their toileting. This sharing of information about the learning and development occurring at home, as well as in the setting, provides children with continuity of care.

Staff work extremely effectively with other agencies and professionals to identify any child who may require additional support in order to reach their full potential. This is because partnerships are very well established as the setting works in close conjunction with family support services within the adjacent children's centre. Other health and social care agencies are also involved in supporting some children who attend the setting. Staff are very adept in monitoring and planning around individual children's needs to offer consistency. For example, they continue with specific routines for individual children, such as physiotherapy and behaviour management, as directed by the appropriate professionals.

All children are welcomed into the setting and time is taken to prepare the environment and activities to take account of children's individual needs. This means that no child is excluded from activities or experiences, indoors or outdoors. Children frequently interact with the children attending the adjoining nursery school and become aware of other staff and differing environments. They mix with the older children to develop their social skills. This promotes a clear and seamless transition to the next big steps in their lives with

regard to moving to the nursery or preparing for a move to another setting.

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

A well-established key person system helps children to form secure attachments. As a result, they are supported to become independent and confident. There is flexibility in the key person system so that children's needs and relationships with particular members of staff are taken into account when allocating and matching children to their key person. This means children settle well and feel safe and secure. Staff ratios are in excess of the requirements meaning that children receive a high level of attention and support as they begin to attend to their own care needs. For example, children are encouraged to remove their own coats and wellington boots. Some older children assist younger ones in this, developing a sense of responsibility and caring for others. It also prepares children for moving into the nursery school with ease when the time comes.

Children enjoy ample opportunities to be active indoors and outdoors. They access climbing equipment, balance on the wooden bridge they have put together and wander in and out of the wooden structures in the play area. Digging and jumping in and out of the puddles, they begin to understand the benefits of active play and exercise. Further 'musicality' activities enhance this aspect of their health and well-being as they gain co-ordination and control of their bodies.

Fresh fruit and healthy snacks are offered during each session and children help themselves to fresh drinking water from the dispenser. They are actively encouraged to peel their own pieces of fruit such as bananas. They take note of the positive role models offered by the staff who sit with the children to prompt conversation and social interaction during such every day routines.

Children's safety is a high priority for staff who undertake regular visual checks to identify and minimise hazards to children. Staff also visit various venues to assess additional potential hazards, such as visiting a farm. Children are reminded about being careful when using equipment and tools and take care when running around indoors and outdoors. This means that children are learning about how to keep themselves safe.

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

Safeguarding arrangements are fully understood by all staff in the setting. They attend regular training to update their knowledge of child protection issues and how to report any concerns they may have about a child in their care. Parents are fully informed of this duty of care through the policies and procedures of the setting. Senior management follow the local authority procedures for the recruitment and selection of staff and all staff undergo the required clearances before commencing their posts. This reassures parents of their suitability, qualifications and skills. Parents express deep appreciation of the support they and their children receive from the 'extremely friendly and helpful staff'. They also cite the

active and immediate intervention and effort staff provide to ensure that every child participates as much as they can, given their varying levels of need and ability.

Senior managers engage the staff in regular supervision and appraisals to identify training needs and staff skills. They access professional training that is offered to all staff within the centre and the nursery school which results in the close partnerships with other professionals in the centre. However, some minor inconsistencies in staff practice are not always noted. This results in incidents such as the unclear instructions given to children at times.

Self-evaluation is an ongoing process and staff within the group have a clear understanding of the strengths in the provision. One of the key strengths is the partnership working with families and other agencies to ensure that early intervention is sought to improve outcomes for children. Further plans include adapting Forest School activities for the children. Careful consideration is given to the children's enjoyment of such activities and the health and safety implications, through conducting thorough risk assessments.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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	EY338170
Local authority	Wolverhampton
Inspection number	820689
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	72
Number of children on roll	19
Name of provider	The Governing Body of Low Hill Nursery School
Date of previous inspection	07/03/2007
Telephone number	01902558124

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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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