

# Nesscliffe House Nursery School

8 Longden Road, SHREWSBURY, SY3 7EY

## Inspection date

Previous inspection date

22/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- Staff are confident and support children's independence as they encourage them to manage their own personal needs and choose their activities throughout the day.
- Children are happy, motivated and eager to learn. They display high levels of imagination and curiosity throughout their day.
- Strong relationships are in place with parents; this ensures that they are fully involved in their child's learning.
- Children's views are valued within the provision and as a result, they show very positive behaviour and strong self-assurance.

### It is not yet outstanding because

- There is scope for staff to promote and develop older children's understanding of number by providing number labels in the environment.

## 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 within the nursery and the outside learning environment.
- The inspector held meetings with the manager of the provision and spoke with children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Lesley Bott

## Full Report

### Information about the setting

Nesscliffe House Nursery School was re-registered in 2012 on the Early Years Register. It operates from a purpose-built building, adjacent to a house in Shrewsbury, Shropshire. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery opens Monday to Friday, during school term time. Sessions are from 9am until 12.15pm and from 12.45pm until 4pm with a lunch time wrap-around session offered. Children attend for a variety of sessions. There are currently 39 children attending

who are in the early years age group. The nursery provides funded early education for three- and four-year-olds.

The nursery employs five members of childcare staff. Of these, one is a graduate leader in early years, three hold appropriate early years qualifications at level 3 and above, and one is working towards a level 3.

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

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

- expand opportunities for children to further develop their understanding of number, for example, by displaying numerals for them to use within the environment.

### **Inspection judgements**

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

Staff have high expectations of all children. They listen perceptively to them, and skilfully question them to challenge and develop their language. For example, children enjoy a special 'birthday circle time'. Parents are included in the activity and the birthday child confidently talks to the group about their birthday. Staff skilfully introduce new activities and themes to the children. For example, the children are fully involved in creating their new cafe. They discuss what colour the cafe will be, what they want on the menu and what their cafe will be called. Children are active learners as they make wide use of the available equipment. They enjoy pouring sand into containers as they begin to understand about early mathematical concepts, such as capacity. They look at whether containers are full or empty. However, there is scope to extend older children's awareness of number by displaying numerals within the environment, which they can refer to.

All children have an enthusiastic approach to learning. Teaching is rooted in a good detailed knowledge and understanding of the revised Early Years Foundation Stage framework, and staff use this imaginatively to engage children's interest. Effective planning across the seven areas of learning ensures that all aspects are sufficiently included. Skilful observations and assessments of the children are used to identify and plan for children's next steps in their learning. As a result, all children are working within the typical range of development expected for their age.

All children benefit from opportunities to play outside on a daily basis. They have the opportunity to investigate the natural world as they enjoy the snowy weather conditions and staff support children to create 'snow dogs' with whiskers.

Children's effective progress through all areas of learning ensures that they are acquiring key skills as they prepare for starting school. For example, children find their name and self-register when they arrive. Older children register with their first name and surname, as staff tailor activities to introduce challenges most appropriate to their age and stage of development. Parents are kept well-informed of their child's development to ensure that they are able to be involved in their learning. For example, good communication takes place with regular newsletters and summative reports at the end of each term.

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

A well-established key person system ensures that all children form secure and emotional attachments and bonds. There is a strong staff team who work well together to support children's transition into the setting. As a result, settling-in processes are managed around individual routines to fully support children and parents. Displays within the setting indicate to parents their child's key group.

All children show a strong sense of belonging within the setting. They display high levels of confidence and self-motivation. For example, children enjoy having 'special responsibilities' as they help staff prepare the fruit for snack time and the tables for lunch. Staff help children develop an understanding of the importance of a healthy diet. They make choices at snack time from a healthy and nutritious selection of fresh fruit and vegetables.

Children relish in the opportunity to be outdoors on a daily basis, to explore and investigate. At the same time, they learn about taking risks and the need for physical exercise as they negotiate the snow and ice when using the bicycles and tricycles.

Staff are good role models and consistently use effective strategies to provide clear guidance to children. Children are reminded to wash their hands at appropriate times during the day, and use aprons for messy play as they learn to be independent and manage their own self-care. As a result, children are well-behaved as they know and understand the consistent routines.

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

Children make good progress in their learning and development. Rigorous systems are in place to observe, assess and monitor children's progress. Consequently this identifies any group of children who may need extra support in their learning, which can be addressed in the planning. Management have thorough systems in place to ensure that staff are fully vetted before starting at the nursery. Ongoing support for professional development is offered to all staff. As a result, this impacts positively on the provision and sustains improvement. The setting demonstrates that they have strategies in place to effectively identify strengths and weaknesses. As a result, there are strong links between identified priorities and plans for improvement.

All staff have a secure knowledge of their responsibility in meeting the safeguarding and welfare requirements of the revised Early Years Foundation Stage. A comprehensive written policy and procedure ensures that staff understand the procedures to follow should they have a concern about a child. A visitors' book is in use, together with a process of staff checking visitors' identification help ensure that children remain safe while at the setting.

Staff are aware of the importance of partnership working, and have established links with local schools to help prepare children for their transition between nursery and school. The setting has a good partnership with parents and regularly shares information about the children's development and activities they complete, so they are fully involved in their children's learning. Parents speak highly of the setting and the commitment of the staff to meet their children's needs.

### 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

<b>Unique reference number</b>	EY450312
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	881107
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Janette Griffiths & Caroline Tay
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07531 626499

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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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