

START

Woodside Primary School, Gittin Street, OSWESTRY, Shropshire, SY11 1DT

Inspection date	08/02/2013
Previous inspection date	02/06/2008

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
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

- Children are forming close, meaningful attachments and they interact positively with their peers and their key persons. They show they feel safe and very secure in their environment as they laugh, giggle and play games with those who care for them.
- Children's development is excellently promoted and they make very good progress from their starting points. Practitioners have a significantly enhanced understanding of how to promote children's learning through stimulating challenging activities.
- Leaders, managers and staff work most coherently as a team to ensure procedures are robust and that there is a clear focus on continuous improvement, achieved through extensive self-evaluation procedures.
- Partnerships with parents is exemplary and fostered through two-way communication, to ensure they are fully informed of their child's ongoing progress.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector scrutinised a range of records and documents; attendance registers, policies and procedures, suitability of adults, children's assessments and the self-evaluation systems.
- The inspector held meetings with managers, staff and parents and also took account of the views of children spoken to on the day.
- The inspector observed activities in all indoor and outdoor areas.

Inspector

Mary Henderson

Full Report

Information about the setting

START was registered in 2006 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a purpose-built building that links directly into the main school building of Woodside Primary School in Oswestry, Shropshire. The setting is managed by the school governing body. There is a fully enclosed area available for outdoor play.

The nursery employs 14 members of child care staff. Of these all hold appropriate early years qualifications; one with Early Years Professional Status; three with BA (Hons); one

at level 4; six at level 3 and three at level 2. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. There are currently 98 children attending who are within the early years age range. Children attend for a variety of sessions. The setting provides funded early education for two-, three- and four-year-old children. The setting supports a number of children who speak English as an additional language and children with special 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:

- consider enhancing further, children's interest in a healthy lifestyle by providing opportunities for children to plant, grow and harvest their own foods.

Inspection judgements

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

Practitioners provide an extensive and interesting range of child-initiated and adult-guided opportunities to enhance children's learning and development. They expertly support children's interests and have a depth of understanding about how children learn, thereby ensuring children progress very well across all areas of learning. For example, practitioners are fully aware of the importance of joining in with children's outdoor imaginary play, as they all crouch down and hide from the imaginary dragon. Children and practitioners laugh and giggle with one another during such fun times. Practitioners ask open questions and extend children's thinking as they encourage them to describe their play. This supports the children's communication and language skills, thereby helping the children to achieve expected, and sometimes beyond, levels of development. This also supports children's school readiness. To extend older children's communication and understanding of language, practitioners demonstrate simple phonics and how syllables form words. Older children's competence in the use of language is thereby greatly enhanced as they expertly show their understanding.

Young children and babies become excited and enjoy singing and rhyming. They competently do the actions; clapping their hands with pleasure and bouncing with excitement. Practitioners provide interesting and sensory activities for children. They significantly enhance the children's interests as they sit nearby and extend their language. They demonstrate how to hold and use tools, such as sponges and brushes, and show how car wheels can make exciting marks in the paint. This supports children's skills across a variety of learning areas, including their personal, social and emotional skills. Children's attachments are also supported as they spend time with their peers and their key persons

during such times. All children show they feel safe in their environment as they laugh and giggle with those around them. The parents significantly contribute to the initial assessment of children's development and have access to their child's learning journey documents which ensure they are fully informed about their child's achievements and progress over time.

Practitioners provide a wealth of excellent opportunities for children to explore their environment both indoors and outdoors. Older toddlers and children enjoy time in the forest school where they explore using their senses to find out about their world. For example, they become engrossed as they notice patterns in the leaves, talk about the changing seasons, build dens and seek out mini beasts. The children's interests in the local community is superbly extended as they visit places of interest and receive exciting visitors. For example, younger children take their baskets to the local shop to seek out healthy, sometimes exotic, foods to bring back for snacks. The children enjoy their walks to the magical woodland where they play hide and seek with the staff and look for Goldilocks and the three bears. Here the children use their senses to look and listen in the environment and they collect exciting items to bring back for their treasure baskets. Visitors to the setting include the circus. Children look on in awe as they watch plate spinners, people walking in stilts and magicians. Other visitors include the Zulu Warriors. Children watch their tribal dancing and copy this during their outdoor activities. Practitioners also invite 'people who help us' to the setting. Children's learning about personal safety is further enhanced and they become excited as the police and fire officers talk to them and encourage them with their interests. The children like to push the siren, wear the officers hats and sit in the vehicles under close supervision of the staff. Staff themselves are an excellent resource. One member of staff is a musician and plays the piano and cornet for all the children during music and dance sessions.

The staff are highly motivated and have developed an excellent underpinning knowledge of the revised Early Years Foundation Stage. They undertake meticulously detailed observations and assessments which are securely based on children's initial starting points. This leads to the full identification of the next steps in their learning and development. These are then used to ensure children are making excellent progress and to identify any gaps where children may need further support. Children with special educational needs and/or disabilities and children with English as an additional language are very well supported by experienced and suitably trained staff.

Practitioners expertly involve parents in their child's learning. This includes daily discussions and two way diaries, accessible hand-outs so parents can further extend their child's learning at the home setting and through informative displays about how children learn through play. Practitioners are enthusiastic about partnerships with parents. Home visits are offered and taken up by most parents. This gives the practitioners an opportunity to know the family well so they can talk about this with the children. Key persons invite parents in for open sessions so they can see first-hand how their children progress. Parent and key person meetings ensure an exceedingly good exchange of two way information about the child's progression over time.

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

The children feel most secure in their environment because the key person system is effective in helping them to feel confident and happy during their time in the setting. The important resource of time is fully recognised by the management and staff. For example, the staff provide plenty of time for children to be with one another and their key person. This ensures children develop very strong attachments with other children and the adults that care for them.

Children's skills in self-help are fully promoted because they pour their own drinks and help themselves to snack foods. During lunch times, children can be seen helping their friends to cut up their potatoes. Children learn about hygiene through routines as they wash their hands after visiting the toilet, after messy play and before eating. Children's self-esteem is raised consistently because the staff meaningfully praise them for cooperating in activities, particularly as they tidy away their toys. Conflict is excellently resolved in line with children's developmental stage, because the staff encourage the children to consider the effects of their actions on others. The staff organise a broad range of activities for the children to support their physical development. This includes providing free-flow access to the outdoor areas where children enjoy plenty of time being in the fresh air outdoors and using a range of equipment to develop their skills, such as riding their tricycles, climbing and balancing and clambering up the grass mound. This supports children's physical development exceedingly well. Children's interest in a healthy lifestyle is not always maximised. For example, children do not always have the opportunity to grow their own vegetables.

The children's transitions are seamless and managed very well by the staff. The children's school readiness is fully fostered because they visit the on-site school. This is further extended through stories about starting school as they regularly visit the school library. Key persons recognise the important connection between children's secure attachments and the need to support them closely through all transitions. The staff support children's transitions to school further through encouraging them to independently put on their coats, find their bags and visit the toilet independently. Parents enthuse about the excellent open relationships between them and their child's key person. They particularly identify that the children's menus are fantastic. The staffing arrangements provide high ratios and are fully effective to ensure close supervision of children so that their needs are met and they are kept safe at all times.

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

Leaders, managers and staff put children at the heart of all they do. Those in charge actively contribute to children's learning and development and safety at all times. They have an exemplary understanding of their responsibilities to meet the requirements of the revised Early Years Foundation Stage and there is an obvious strong and shared drive for increasing the quality of practice. Comprehensive robust risk assessments and vigilant staffing ensure all areas are secure. This ensures children's safety and well-being at all times. Leaders, managers and staff work coherently to ensure ongoing improvement of the provision is of the highest importance, thereby ensuring all children benefit fully from the

provision. There is excellent liaison between the children's key persons and other parallel provision the children attend.

All staff are fully informed and have an in-depth knowledge about the child protection procedures to be followed in line with current policies. Rigorous recruitment and induction procedures ensure that all adults working with children are suitable to do so. All staff receive yearly appraisals and supervision monitoring sessions are exemplary and used to identify where support is needed to improve their performance. This then superbly benefits all children on roll. Regular management and staff meetings are held to discuss and review practice. This ensures they are able to assess very accurately the educational programme, including the planning for children's progress. This further ensures there are no gaps in children's learning and development.

Parents are provided with an array of information about their child's experiences in the setting. There are newsletters to inform the parents and a very informative parents notice board in the foyer to keep parents up to date with all that is happening within their child's setting. This ensures parents are meticulously informed about how their children learn and develop. Parents know they have free access to the policies and procedures of the setting. Partnership working with other agencies is exemplary and ensures children's needs are identified early and met. The self-evaluation systems in place are robust, and have high levels of impact on the provision as a whole, thereby activity contributing to the improvement of all systems within the setting. The drive for improvement is excellent. For example, key persons identify which new resources they need for the children to further support, challenge and extend children's learning. The improvement plan in place ensures changes benefit all children on an ongoing basis.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	EY330102
Local authority	Shropshire
Inspection number	856955
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	98
Name of provider	Woodside Primary School Governing Body
Date of previous inspection	02/06/2008
Telephone number	01691 676 323

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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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Piccadilly Gate
Store St
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M1 2WD

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