

Elm School Nursery

Elm Children & Family Centre, Main Road, Elm, WISBECH, Cambridgeshire, PE14 0AG

Inspection date

Previous inspection date

08/02/2013

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

- Skilled staff provide a stimulating environment where children are enthusiastic to investigate, learn and have fun.
- Children's learning is promoted well by staff, who understand the importance of working with children's interests and how they learn best through play.
- Children are well prepared for their eventual move to school because they enjoy regular use of the school hall and teachers spend part of their week getting to know the nursery children.
- Partnerships with parents, external agencies and other providers are strong. As a result there is a coordinated approach to meeting children's needs.

It is not yet outstanding because

- The role play area is not fully developed and as a consequence children are not able to enjoy truly inspirational imaginary experiences.

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 in the nursery and in the garden.
- The inspector held a meeting with managers and spoke with children and staff at appropriate times throughout the inspection.
- The inspector took the views of parents and carers into account.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.

Inspector

Jacqueline Baker

Full Report

Information about the setting

Elm School Nursery was registered in 2012 and is managed by the school. It operates from the Elm Family and Children Centre adjacent to Elm Church of England Primary School in the village of Elm, Cambridgeshire. Children have access to an enclosed outdoor play area. Access into and out of the nursery is at ground level and there are disabled toilet facilities. The nursery is open five days a week from 8.50am to 3.30pm during school term times. The nursery is registered on the Early Years Register. Children come from the local area. Currently there are 40 children on roll. The nursery supports children learning

English as an additional language and those with special educational needs and/or disabilities. There are five members of staff working with the children; all of whom have suitable early years qualifications.

What the setting needs to do to improve further

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

- extend children's experiences and expand their imagination by improving the role play area with atmospheric features, such as sounds, lights and dressing-up materials to support children's different interests.

Inspection judgements

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

Staff have a good understanding of how children learn through play. They provide a welcoming and stimulating environment where children are encouraged to follow their own interests and have fun. Consequently, children arrive at the nursery with great enthusiasm and are eager and motivated to investigate and learn. They take full advantage of the free flow of activities to the garden where, in all weathers, they benefit from a broad range of resources. For example, saucepans hanging from the trees and fence provide an impromptu music session. Children show great fascination for the water course. They carefully pour water into guttering and are delighted when it successfully trickles along and is collected in the bucket at the end. As a result children are learning how to solve problems, work cooperatively and develop their levels of concentration. Staff interactions with children are good and occasionally outstanding. For example, they use questioning effectively to re-shape tasks and generally know when and when not to intervene in children's play. Staff engage children with interesting and thought-provoking conversations which they reinforce with the use of gestures and sign language. Therefore children's communication skills are developing well including those learning English as an additional language and those with special educational needs and/or disabilities. Discussions at snack-time are especially successful as children are confident at sharing their ideas with a small group of their friends. For example, conversations prompted by staff results in children making suggestions about where their milk comes from and how it originates from grass.

An environment rich in text and the availability of a range of interesting books and magazines promotes children's literacy development well. They happily sit, totally absorbed in their reading and demonstrate their growing understanding that text carries meaning. The successful self-registration procedure helps children to recognise their own

name and staff provide a range of early writing opportunities both inside and in the garden. Consequently, children are developing well the skills needed for their future learning. Children's creativity is encouraged by the availability of a range of materials, such as paint, chalk, dough and crayons. However, opportunities to support children's imagination are less well developed. For example, the role play area has limited resources and as a result children are limited in their explorations into imaginary worlds.

A particular strength of the nursery is the home visits made by staff before children enter the setting. This good practice means that staff are fully aware of children's interests and starting points and are able to plan effectively for each child. Ongoing observations and assessments are generally precise and mean that every child is well supported to make good progress. Parents and carers are well informed about their child's progress and are encouraged to share information and support learning at home. For example, a 'learning tree' display has numerous examples of parents' comments about their child's activities and achievements at home. This enables staff to celebrate children's successes and build on their experiences in the setting.

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

An effective key person system is in place and means that children quickly form strong bonds and attachments with staff at the nursery. Key staff form close relationships with parents and get to know them well, so that they develop a secure knowledge of children's individual care needs. Children are confident and move freely around the setting following their own interests. They approach staff readily if they need support or reassurance which further demonstrates their feeling of security. The stimulating and welcoming environment supports children's learning and development well. Children enjoy being outside as much as possible and this is facilitated by free flow of activities to the garden. This not only encourages their independence but also promotes their understanding of the need for physical exercise. Nutritious snacks and colourful displays about nourishing foods further support children's understanding of good health.

Children are learning how to keep themselves and their friends safe. For example, they are careful when climbing on a large wooden train and are aware that in winter, grass is sometimes slippery. Children's behaviour is very good because staff use consistent strategies to support children's understanding of what is and what is not acceptable. Staff make good use of the school hall for weekly music and movement sessions. This together with regular visits from the reception class teacher means that children are well prepared for their eventual move into new surroundings. Parents and carers especially value this good practice as they feel it will help their children at what could be a stressful time.

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

The nursery leadership team aspire to providing the very best quality provision for the children in their care. They have fully embraced the self-evaluation process and successfully identified areas of strength and areas for development. Improvement plans are robust and support children's achievements over time. Recruitment procedures are

good and ensure that the right person is chosen to join the enthusiastic staff team. Induction and performance management systems together with frequent training opportunities are highly effective in supporting staff to improve their knowledge and skills. This means that children benefit from current teaching practice that promotes good progress in learning and development. Monitoring of educational programmes is thorough and ensures that children benefit from a wide range of experiences to help them progress towards the early learning goals. Staff also have systems in place to monitor children's progress, skills and abilities. This means that children receive appropriate interventions to meet their individual needs.

Partnerships with external agencies and other providers are well-established and mean that there is a coordinated approach to promoting children's learning and development. Parents and carers offer very positive feedback about their child's progress and are fully involved in their learning. Safeguarding is given a high priority and staff have a good understanding of how to identify and report a concern about a child in their care. A range of detailed policies and procedures support their work and means that children are supported well at the nursery. The warm, safe and stimulating environment is created by staff who genuinely enjoy working with the children and ensure they have a positive experience of early learning.

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	EY446117
Local authority	Cambridgeshire
Inspection number	882224
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	40
Name of provider	Elm C of E Primary School Governing Body
Date of previous inspection	Not applicable
Telephone number	01945 860295

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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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