

# Suffield Park Infant and Nursery School

Suffield Park Infant School, Mill Road, Cromer, Norfolk, NR27 0AD

<b>Inspection date</b>	14/02/2013
Previous inspection date	14/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Most staff extend children's learning well with good use of questioning to develop thinking and foster learning.
- Children are happy and settled because key staff take time to get to know children well, for example, through home visits.
- Children's individual pace of learning and development is catered for well, specifically when they move rooms.
- The new manager has made significant improvements in the setting and, as a result, children make better progress in their learning.

### It is not yet outstanding because

- Some staff do not make use of every opportunity to extend children's learning fully and have not been guided by the successful teaching methods used by other staff.
- There is scope to improve the engagement of all parents in their children's learning, in order to further enhance children's all-round progress and development.

## 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 throughout the setting and in the garden.
- The inspector spoke with the manager, staff and children during the inspection and carried out observations of the children.
- The inspector looked at children's progress records, a selection of policies and required documentation.
- The inspector spoke to parents during the inspection.

## Inspector

Andrea Snowden

## Full Report

### Information about the setting

Suffield Park Infant and Nursery School children's centre opened in 2006 and is registered on the Early Years Register. It operates from a purpose-built unit within the school in Cromer, Norfolk. The centre is managed by the governing body of the school. Access to the unit is via stairs and there is a lift to ensure the centre is accessible to all children. Children use two main rooms and have access to an enclosed garden area for outdoor activities.

The centre opens Monday to Friday, all year round, between 8am and 5.30pm. Children

attend for a variety of sessions. There are currently 118 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above, including the manager, who holds Qualified Teacher Status.

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

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

- enhance the monitoring systems further so that staff are given time to reflect on their teaching and to question their practice, for example, by offering peer observation sessions where inspirational practice can be observed and disseminated
- expand the partnership with parents further to fully engage all parents in their children's teaching and learning. For example, provide information about important aspects of learning, such as play, outdoor learning and early communication, and how they can be supported.

### **Inspection judgements**

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

Children are happy in this setting and they are cared for by some highly qualified staff who know the children well. Babies and younger children are supported very well by their key person and, as a result, they are confident to explore and investigate their surroundings. Older children are enthusiastic about learning and eagerly join in with a wide range of activities across all areas of learning, which promotes their development well.

All staff make observations and assessments of children at play. From the observations they consider possible lines of development for each individual child. As a result, the planning is designed around children's individual interests and needs. On the whole, staff teach children well and some are highly skilled. They are insightful about what children are doing, extend activities with carefully crafted questions and enable children to try things out for themselves. However, some staff are less confident in extending and developing children's ideas, occasionally resulting in less progressive learning. Children with special educational needs and/or disabilities are supported well in the setting. Staff

work effectively with parents and other professional agencies to ensure their needs are met. The organisation of the nursery and activities are adapted to ensure children are given the best chance of learning alongside their peers. Staff take children to activities outside the setting to help promote their development, for example, their communication skills.

There is a good partnership with parents. They regularly see their child's assessment record, and progress is discussed at consultation evenings. Parents are sometimes involved in their children's learning, for example, by sharing borrowed reading books at home. However, the setting have not considered how to fully engage all parents in their child's development, for example, by providing a wider range of opportunities and information to help parents enhance their children's learning more effectively. Older children are ready for the transfer to school. During their nursery experience they share the school garden, mixing with different children and adults. Their learning has progressed in order to support them in the more structured environment of school.

Children's communication and language develops well. Staff place a lot of emphasis on children's communication and, as a result, they are able to learn effectively. The younger children all join in with songs to some degree, singing some of the words, copying the actions, or just watching and listening. Older children speak clearly and convey their thoughts and wishes effectively. They listen well in large groups and follow simple instructions, for example, collecting their own aprons or placing paintings to dry on the rack. Children count in their everyday routines and talk about shapes and space accurately. When making Valentine biscuits, they count the eggs as they are cracked into the bowl and use the scales to weigh out ingredients. Children add up, for example, when staff ask 'How many have you got altogether?' Younger children start to associate with numbers, for example, when the member of staff counts out five puppets to bring a song to life.

All children enjoy books either in small groups or at large group time. Pens and paper are freely available for older children, for example, to write in their appointment book when playing as a nurse. Younger children mark make in the pasta and flour. Children enjoy visits out into the local community and learn that they are part of a wider group of people. They celebrate special occasions with meaningful activities, for example, making Anzac biscuits when celebrating Australia Day. Children greatly enjoy art and craft activities and use a wide range of materials to create their work. For example, shaving foam and paint are used to print Valentine hearts, providing opportunities to explore their sense of smell and touch. Children's imagination is enhanced well. There are ample resources for them to build dens and make up stories to represent their ideas. For example, a small group of children independently select rolls of coloured cellophane and tape, and use this to create a den in the corner, where they play and chat happily together.

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

Children make friends quickly at nursery and develop good bonds with the staff. Home visits enable staff to see children in a familiar and secure environment, and talk in depth with parents. As a result, children settle into the setting with a familiar adult more easily

and make a smooth transition. Children sing songs to introduce them to everybody, helping them learn names and providing a sense of belonging to the group. Babies pull themselves to standing and consider their reflection in the mirror, developing a sense of self-awareness. Older children talk about emotions and how others are feeling. They understand the expectations for good behaviour and their self-esteem is raised by staff who praise and encourage them in what they do. Children show great pride in their achievements as they hold up their finished artwork.

Children move ably around the setting, and challenges, such as balancing on wooden beams in the playground, are relished by older children. Babies are becoming very mobile and the provision of furniture encourages them to pull themselves up to standing unaided, promoting confidence. Small, shallow stairs and ramps aid them in developing muscles to walk and climb. All children eat healthy meals provided by the setting or their parents. A bowl of fresh fruit and vegetables is provided every day for snack and children drink water freely. Younger children quickly learn the routines related to good hygiene practices, calling 'hands' after they have finished their food. Older children know that eating well will give them energy, but also acknowledge and express to staff when they are tired and need a rest. This demonstrates that they are beginning to understand about healthy lifestyles.

Children feel secure in the setting and are able to ask for help when they need it. They learn about their personal safety when staff remind them how to use equipment safely. Wearing helmets on ride-on toys helps children to think about good safety precautions, while activities in the Forest School expose children to the need to assess risks.

Transitions between rooms are handled according to children's individual needs and stages of development. Their key person accompanies them when they move to ensure they settle with new surroundings and staff. As a result, children's learning and development is uninterrupted. Children go on trips in the local community and join in activities at the children's centre. Their social skills are developing well and they are confident, helping prepare them for future learning. The environment is warm and welcoming and resources are organised to help children become independent. Children self-select toys and are asked to help tidy away at the end of the session, developing respect for the equipment and encouraging cooperative working.

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

The manager observes staff working with children and, as a result, has a clear view of the quality delivered in the setting. Monthly staff meetings are used to talk about practice and share ideas, but inspirational practice and successful teaching methods are not reaching all staff. As a result, sometimes children's learning is not sufficiently extended.

The self-evaluation of the setting is thorough and has been well analysed to highlight the strengths and areas for improvement. The new manager has made great improvements in all aspects of the provision, meaning that children make better progress in their learning. Parents are consulted about their views and have a strong voice in the setting through the

parents' forum. For example, a recent consultation resulted in the creation of a two-year-old's nurture area within the large classroom, to more effectively meet the younger children's needs. Children's views are also included in the evaluation, with older children able to voice their opinions and younger children encouraged to draw what they like to do best.

Staff have a good understanding of the importance of child protection issues and safeguarding children from harm. There are robust procedures in place to ensure suitable and well-qualified staff are employed to work with the children. Risk assessments ensure a safe environment is maintained and children are kept safe on outings. Record keeping and policies are in place to maintain children's safety and welfare.

Children who have special educational needs and/or disabilities benefit from good relationships with staff from other agencies, for example, speech and language therapists, sensory support teachers, and health visitors. Good links are also formed with other providers delivering the Early Years Foundation Stage, providing continuity in children's care learning and play if they attend more than one setting.

### 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>	EY318118
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	902141
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	54
<b>Number of children on roll</b>	118
<b>Name of provider</b>	The Governing Body of Suffield Park Infant and Nursery
<b>Date of previous inspection</b>	14/07/2009
<b>Telephone number</b>	01263 519325

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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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