

The Ark @ Andoversford

Andoversford Primary School, Gloucester Road, Andoversford, CHELTENHAM, Gloucestershire, GL54 4HR

Inspection date

Previous inspection date

04/03/2013

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

- Children are secure and happy due to the caring staff who support children to settle and are very attentive to their on going individual needs.
- Staff use props effectively to support children's communication and language, and personal, social and emotional skills.
- The owner and manager take time to model good practice to develop staff knowledge and understanding.
- Staff establish effective partnerships with the local school which helps prepare children for full time education.

It is not yet outstanding because

- Children do not have regular opportunities to use their other home language in their play.
- Parents are not yet fully involved with their children's learning and links with other early years providers are not well established to promote continuity in children's learning.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction, indoors and outdoors.
- The inspector and manager undertook a joint observation of a group activity.
- The inspector talked with all staff present, three parents and held discussions with the manager and owner.

The inspector discussed and looked at self-evaluation documentation, a selection of policies, procedures, staff suitability records, children's records and development plans.

- The inspector viewed parent questionnaires and local authority review.

Inspector

Debbie Starr

Full Report

Information about the setting

The Ark @ Andoversford nursery registered in 2012. The nursery is located in a single storey premises in the grounds of Andoversford Primary School, Andoversford, Gloucestershire. The nursery is privately owned and has a sister nursery in the local area. Children have access to enclosed outside play areas. The nursery opens Monday to Friday from 8am to 5.30pm for 49 weeks of the year. The nursery offers out of school care. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 32 children attending; of whom 25 are in the early years age range. The nursery offers support to children who have special educational needs and/or disabilities and those who speak English as a dual language. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery employs five staff of whom three hold appropriate early years qualifications. Two staff are working towards a level three qualification in early years. The manager is a qualified primary school teacher.

What the setting needs to do to improve further

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

- provide regular opportunities for children to use their dual home languages during play
- establish more effective partnerships with parents and other early years settings that children attend to promote continuity in children's learning and care.

Inspection judgements

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

Children are very secure and happy. Key persons establish warm and close relationships with children, enabling them to feel secure and settle quickly. Staff provide an inviting and well organised environment. Children access a broad range of activities and experiences which reflect their current interests and learning priorities. Staff have a good understanding of how children learn. Effective use is made of staff observations, and achievements recorded by parents on 'butterfly' and 'caterpillar' charts, to assess children's starting points. Clear learning objectives are identified for each child through effective observation and assessment. Consequently, children are making good progress in relation to their developmental starting points. Staff assess children's progress when they are two

years old and share this with parents. Staff talk regularly with parents about their children's achievements and they are encouraged to view their child's daily diary and make comments. Key persons are currently completing summary assessments on each child attending the nursery but these are yet to be shared with parents. This means an effective shared approach to supporting children's next steps in learning is not yet fully established.

Children make good progress in their communication and language overall. Staff are skilled at promoting children's understanding and speaking skills. They repeat what children say clearly and emphasise initial sounds and letters of familiar words. Staff obtain some significant words for some children for whom English is a dual language at home. However, these words are not used regularly in the nursery to encourage children to use their dual home languages in their play. Staff are effective story tellers and children are eager to copy this. Children listen to what is being said by others, take turns to share their ideas and develop the story line when wearing the 'story telling hat'. Children's imaginations and words are valued in their own personal story books which are shared with parents. Children happily practise their early writing skills on the chalkboard when playing outside.

Children are active learners. They develop good problem solving skills by repeating what they have observed. For example, children pass balls down a drain pipe and persevere until they successfully gauge the timing and are able to catch the ball at the other end. Staff effectively foster children's understanding of the world so that they are keen to learn about technology. Children select colour and number recognition games on a computer. Some children skilfully manipulate the computer mouse and touch pad on the keyboard, demonstrating to other children what to do. Staff use open-ended questions such as 'how' 'what' and 'where' effectively to support children in developing their own ideas. The broad range of experiences enjoyed by children demonstrates they are developing skills for the future. They are well prepared for the next stage in their learning and transition to school.

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

Staff are deployed effectively, and alongside the key person system, this helps to ensure that all children form secure emotional attachments. Staff know the children and their backgrounds well overall and work particularly effectively and sensitively to help children settle and support their ongoing individual needs. The environment is child friendly with resources, displays and activities at child height enabling children to make choices. This promotes children's independence, self-esteem and confidence. Children's sense of well-being is fully supported through the use of an emotions board which helps them to express their feelings securely.

Children gain an understanding of risk to themselves and how to keep themselves safe from harm. They move around calmly and safely in the play areas. They confidently climb larger play equipment in the garden and balance themselves before using the slide. Child sized traffic signs promotes an understanding of how to cross roads safely. Children receive effective support from staff to understand the consistent expectations

for behaviour and to play well together. They agree upon and understand 'The Rules'. They share resources to take turns, for example, when using the computer and during sand play. Effective use of soft toys and puppets support children to gain confidence in speaking with others, listen to each other and to take turns.

Children gain a good understanding about healthy lifestyles. They eagerly choose to go out into the fresh air to play during the day for as long as they like. They are active, throwing balls of varying sizes through a hoop held at differing heights. Children become proficient at handling and maneuvering wheeled toys as they peddle others along and reverse cars parking them in specific places. Staff provide secure routines so that children learn to be independent in their self-care skills. Children competently wash and dry their hands. They find their own beakers and drink when they are thirsty and settle quickly to rest after lunch. A visual time table helps children understand the routines of the day.

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

The owner and manager demonstrate a good understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. Staff have a good understanding of the policies, procedures and other documentation, which successfully promotes children's welfare. The nursery delivers engaging activities across all areas of the educational programmes in order for children to progress well towards the early learning goals. Monitoring procedures for capturing children's learning and development are effective and inform planning for children's next steps. Children are safeguarded effectively. They are cared for by staff that have been fully vetted to ensure their suitability. Staff have all completed safeguarding training and are knowledgeable of procedures to follow should a concern arise. The environment is risk assessed on a daily basis and action is taken to minimise any risks to children.

The owner undertakes an effective system of appraisal to review staff performance. Staff's professional development is supported through targeted training and modelling of good practice to improve their knowledge and understanding. Support and review in conjunction with the local early years consultant is used effectively to reflect upon and develop the provision. The owner and staff are motivated and committed to driving improvement. They continually evaluate and monitor the provision and identify areas for improvement and form action plans. They seek parents' views through questionnaires and take account of them when targeting areas for development.

Partnerships with parents are good overall due to the effective key person system. Parents and carers are very complimentary of the staff, finding them friendly, welcoming and caring. Parents receive helpful ongoing information about the nursery through newsletters and displays. Children benefit from well established links with the local school. For example, children frequently visit the school and regularly join in activities so that they are happy and confident to start full-time education. Links with other local early

years providers that children attend are established but there is not yet an effective exchange and sharing of information to promote continuity in children's learning and care.

The Childcare Register

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

The requirements for the voluntary 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 action. 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	EY451627
Local authority	Gloucestershire
Inspection number	880453
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	22
Number of children on roll	32
Name of provider	Gaynor Ann Willmott
Date of previous inspection	not applicable
Telephone number	07865055838

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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, which are usually the childminder's 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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