

Ashcombe Children's Centre Nursery

Ashcombe Childrens Centre, Stepping Stone Walk, Weston-super-Mare, Avon, BS23 3NA

Inspection date	15/03/2013
Previous inspection date	18/01/2010

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

- Highly skilled nursery staff support each child to make the best possible progress in their learning and development.
- Children thrive in the exemplary supportive, stimulating and exciting learning environment which they treat as their second home.
- Staff expertly use resources of an exceptional quality to provide children with an extensive range of challenges to explore, solve problems and use their imagination.
- Highly effective and continually developing partnerships between providers, parents and other agencies ensure meticulous meeting of individual children's needs.
- The nursery consistently reflects the highest aspirations for all children and staff. The sharing of best practice by the fully committed staff is most effective in the drive for continuous improvement.

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 activities in the three play rooms and the outside learning environment.
- The inspector had discussions with parents, children and staff.
- The inspector undertook a joint observation with the manager in the pre-school room.
- The inspector sampled a range of documentation including the self-evaluation form and improvement plan, children's records, safeguarding procedures, planning, policies and training records.

Inspector
Angela Cole

Full Report

Information about the setting

Ashcombe Children's Centre Nursery registered in 2006. It operates from the site of Ashcombe Primary School, with which it has very close links. The reception classes and Springboard Opportunity Group - Weston share the building. The purpose-built nursery accommodation consists of three playrooms, kitchen and dining areas, accessible toilet facilities, offices, consultation and training rooms plus space for creche activities. There are separate, enclosed outside areas with hard and lawn surfaces and an adventure garden area. All children have access to an internal 'outside' area, suitable for all weather play. The centre is open each weekday from 8.45am to 3.30pm. It may stay open until 5pm to accommodate 'Care to Learn' students at college and on parenting programmes. Children attend for a variety of full- and part-time sessions, some of which are term-time only. Creche sessions are arranged as needed to support additional services provided for local families.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are 89 children aged from two to under five years on roll. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and children who speak English as their second language. There are 12 staff working with the children, who all hold appropriate early years qualifications to level 2, 3, 5 or above. The manager holds an honours degree in Early Years Education and has Early Years Professional Status. A deputy has completed the Foundation Degree in Early Childhood Education and is working towards Early Years Professional Status. One staff member is working towards the Foundation Degree and another has Qualified Teacher Status. The setting receives support from an early years consultant, who has Early Years Professional 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 understanding of support staff about the importance of extending children's learning by focusing on their interests.

Inspection judgements

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

The nursery consistently achieves very high standards across every aspect of its work through providing exceptional educational programmes for all children. Staff rigorously

research children's starting points and closely monitor their progress at measured intervals. They use this knowledge to secure timely interventions and support, based on a comprehensive knowledge of the child and their background. Staff focus sharply on helping children to acquire communication and language skills, and on supporting their physical, personal, social and emotional development. This helps children make the best possible improvement in their learning from their starting points. Staff make excellent use of strategies, including 'Every child a talker' programmes, so that gaps in children's learning close significantly. Highly successful strategies engage all parents in their children's learning, including home visits for all families.

Considering their entry levels, children achieve very good progress in their development. Key staff offer highly consistent, personalised support so children establish secure relationships with adults and other children. They successfully offer challenges for children to develop physically, providing rich, varied and imaginative experiences to challenge and develop. For example, children play extremely energetically in the outdoor room where they have a fantastic time building with many large materials, including blocks and logs. They eagerly cooperate to join in running and pram races. The staff have very high expectations of themselves and for children. They offer highly productive, tailored stimulation to extend children's communication and language skills, including for those with special educational needs and/or disabilities. For example, in small groups, they give words connected with objects in boxes, puzzles and pictures on cards for games. Children listen carefully to tap out on a drum their names and interesting words, including 'dinosaur'; they thoroughly enjoy repeating amusing rhyming words, such as 'curly, wurly'. Excellent use is made of clear speech and sign language for adults and children to communicate, including all who speak English as an additional language.

Children receive extensive support to gain excellent self-esteem and make very good progress in early literacy skills. Staff place a particularly high emphasis on early writing skills as children control tools, including sand scoops, and roll balls in paint. Older children fully share their ideas to continue a story line and illustrate this, including one about three pirates. Overall, staff have a very clear understanding of how children learn. Although cover staff do not always demonstrate the same expertise, permanent staff take meticulous note of children's play preferences and interests, immediately supporting these in their current activities and through the planning. For example, they fully support children experimenting with tubes placed inside each other and rolling different sized balls.

Children have a wealth of experiences which enhance their understanding the world. They investigate their environment, eagerly exploring in the 'magic' garden to smell herbs and following undulating paths over the 'troll's bridge'. Staff take every opportunity to support children to extend their mathematical ideas. Younger children take 'one' card and play at making patterns in sand or flour with cars and trains; they say they hang their coats 'up' and place their shoes 'underneath'. For older children, staff make excellent use of small group activities and routines to extend their understanding of number. For example, children add together a number of small toys as indicated on a dice. They calculate the minimum number of fruit pieces for the children on their table and count to make sure there are sufficient to go round. Children receive exceptional support to explore a wealth of different media and materials and to use their imagination. Individuals become engrossed in role play; they hugely enjoy responding to known songs and to those that

staff make up just for them. The nursery's consistent and wide ranging promotion of their all-round development enables children to thrive in a supportive and challenging learning environment. Consequently, children benefit fully from receiving full support for their next steps in learning and for school.

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

All staff are highly skilled and sensitive in helping children gain physical well-being and form secure emotional attachments. Through home visits which result in sharing of information and close observation, staff get to know children and their backgrounds extremely well. They work extensively with parents to help children to settle. As a result, children feel safe at the nursery, including the youngest two-year-olds in their small groups. Older children receive emphatic praise as they help younger and new children.

Children use a wealth of high quality resources and play materials that fully cover the areas of learning. Most are stored at the children's level which encourages them to make their own choices about play things. Based on children's previous interests and preferences, staff provide exciting combinations of equipment to attract and challenge children. For example, children are keen to take photographs of their creations and to scan these on to a lap top; they print out the photographs and proudly add these into their own diaries.

Children receive abundant support to increase their levels of self-control during activities and their confidence in social situations. They are highly supported to behave in ways that are safe for themselves and others. At the beginning of the term, older children help to devise lists of positive rules to display. They receive consistent and clear guidance about these boundaries so they know what staff expect of them. Staff are excellent role models and consistently give emphatic, positive praise for desired behaviour, such as saying 'please' and 'thank you'. They use consistent and highly effective methods of behaviour management at all times. They are highly effective at planning activities to nurture children's cooperation. For example, children ask and sign whether their neighbour would like milk or water to drink.

Staff very effectively support children's growing understanding of how to keep themselves safe and healthy. Children have excellent opportunities to manage risks and challenges relative to their ages and stages of understanding. In the 'outside' classroom, young children have their own special area, which enables them to feel safe while having access to the larger areas with supervision. Older children climb into their loft, safely negotiating the stairs; throughout the session, they safely use a wide range of tools, including table knives at lunchtime. Children always make healthy choices about what they eat and drink, and discuss foods that are best for them.

Staff provide a very strong base for children's developing independence and exploration. Children move freely around the play areas, revisiting activities as they wish and being fully motivated to use resources as they choose. Children have excellent opportunities to develop a sense of responsibility. They respond enthusiastically to expectations that they

will do things for themselves, such as serving their lunches. According to their abilities, children capably and competently manage their personal hygiene. They calmly and efficiently dress in outdoor clothes and take off their shoes as they come in, placing these neatly together. Staff take much thought and care over moves so that children settle smoothly into the next stage of their learning with excellent support from their key workers and other professionals.

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

The management and leadership have an excellent understanding of their responsibility to meet the safeguarding and welfare requirements. Comprehensive safeguarding arrangements are in place. Each staff member has a clear understanding of all safeguarding issues, including the knowledge to respond promptly where there is a concern about a child. The nursery uses rigorous recruitment and induction procedures so that all staff are highly suitable to work with children. Close supervision at all times adds to children's safety. Implementation of a highly effective risk assessment programme results in the premises being entirely secure and safe. With input from all staff, the manager regularly updates all required documentation and procedures, including the comprehensive behaviour and complaints policies. Staff are fully aware of changes in procedures to enhance the safety and well-being of all children.

Highly effective partnerships between the nursery, parents, external agencies and other providers enable staff to quickly identify and meet children's needs exceptionally well. The nursery is extremely proactive in establishing exemplary working partnerships. Links with each early years provider involved with children promote excellent continuity of care and learning. The accessing of every available form of additional support for children with special educational needs and/or disabilities and their families is a high priority. The children's key persons foster highly productive relationships with parents and carers. They strive to promote full sharing of information about children's care and learning in the nursery and at home. They fully value the views of families and always consult them over plans for their children. As a result, children highly benefit from the extensive interventions secured and from the motivating support they receive. Parents and carers are highly appreciative of the friendliness and expertise that the nursery shares.

The leadership and management of the nursery are inspirational. The highly successful and well-documented drive to strongly improve children's achievement demonstrates the aim for excellence in all aspects of practice. High-quality professional supervision results in a targeted programme of professional development. This ensures that the committed staff are constantly improving their already first rate understanding and practice. Overall, staff are highly qualified and children significantly benefit from their exemplary, continual discussion of information. Self-evaluation is a key feature of the nursery to continually identify areas for development in relation to all aspects of the provision. Extensive monitoring and analysis of children's levels of attainment result in further improvement of the educational programmes to sustain the best possible progress. For example, staff aim to enhance their support for boys' learning and to track children into school to check that

improvement is maintained. The nursery plans to extend training for staff to work even more effectively with children and families with complex needs. This demonstrates an excellent capacity for continuous improvement.

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	EY336518
Local authority	North Somerset
Inspection number	906526
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	89
Name of provider	North Somerset Council
Date of previous inspection	18/01/2010
Telephone number	01934 426807 (Nursery)

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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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