

Radstock Children's Centre Nursery (St Nicholas Campus)

St. Nicholas C of E Primary School, Kilmersdon Road, RADSTOCK, BA3 3QH

Inspection date

Previous inspection date

25/03/2013

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

- The key person system is highly effective as it supports children to build positive relationships in a nurturing environment.
- Planning and assessment arrangements effectively support children to make good progress in their learning.
- Staff prepare children well for their next stage in learning as they move between rooms and on to school. In particular, children develop very good independence skills.
- The leadership of the nursery is strong. Through effective team work and partnerships there is a clear understanding of how to improve the service provided.

It is not yet outstanding because

- the organisation of the day and deployment of staff regarding care routines means that some children have interrupted play, which has an impact on their learning 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
- 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 had a tour of the site with the coordinator.
- The inspector undertook observations of care practices, children's play and staff interactions indoors and outside.
- The inspector and coordinator carried out a joint observation outside.
- The inspector spoke to parents and viewed their written comments.
- The inspector sampled a range of documentation including children's 'special books' showing their progress.

Inspector

Rachael Williams

Full Report

Information about the setting

Radstock Children's Centre Nursery registered in 2012. It operates from purpose-built premises within the grounds of St Nicholas Church of England Primary School in Radstock, North East Somerset. Children have access to two portable buildings. Children under three share the larger building, which includes two play rooms, toilet facilities, sensory room and a sleep room for children under two-years-old. There are several areas for outside play including an undercover outdoor classroom and access to the school play ship and pod.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is in receipt of funding for free early education for children aged two (Flying Start), three and four years. In addition, induction and transition funding is also accessed. Currently, 57 children are on roll in the early years age group. The nursery is open each weekday from 8am to 6pm all year round apart from one week at Christmas. The nursery supports children with special educational needs and/or disabilities.

There are two coordinators who manage the nursery for the local authority. One holds an early years qualification at level 6 and the other holds a qualification at level 3. They are supported by 11 members of staff who work directly with the children. All staff have appropriate early years qualifications at level 2 or above including a qualified teacher and an Early Years Professional.

What the setting needs to do to improve further

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

- consider ways to improve the organisation of care routines and deployment of staff to minimise interruptions to children's play and exploration.

Inspection judgements

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

Staff have very good knowledge of children's interests, capabilities and learning styles. Therefore, they are able to plan exciting experiences for the children across the areas of learning to help them make good progress in their learning and development. Children in the baby room thoroughly enjoy exploring the shaving foam using their hands to create patterns, which prepares them well for early writing development. Staff interact well to introduce new vocabulary to help children describe what they are feeling. All children enjoy a group activity, 'slip and slide', which supports them to be creative on a large scale.

They thoroughly enjoy exploring the texture of the paint and comment on the new colours they are making as they mix them together with different parts of their body. Children become aware of their own safety and support each other as they move skilfully to prevent injury, particularly to less mobile children.

Children of all ages play nicely together. For example, older children complete the train track showing good coordination as they link the pieces together while younger children push the trains along competently. Children use mathematical language in their play, such as 'I have the longest train. It has five carriages'. Children have good understanding of how things work. For example, children explain clearly how the engine and its carriages link together; 'the magnets stick together if they are the right way. Then they are connected'. Children think through problems well. For example, when children find it difficult to pull others up the hill on the sledge they suggest that they run to the top of the hill and then get on the sledge. Children adjust speed well as they descend the hill and avoid obstacles and danger well.

Generally, staff work well as a team and positively support children's development through effective interactions. However, arrangements as children prepare to go outside are not always consistent and the deployment of staff at this time is not fully effective. This leaves staff calling children in who are fully clothed in outdoor weather gear to have nappies changed, as it is their allotted time. This has an impact on children's opportunities to enjoy uninterrupted play and exploration in the outside play environment.

Staff use daily routines well to further extend children's learning. For example, they encourage children to include their friends who are missing from the table as they count how many plates they will need for snack. Staff reinforce children's early calculation skills well by using their fingers as a visual aid to show how many more are needed. A recognised sign language, Makaton, is being successfully introduced by staff to children and their families to encourage non-verbal communication skills. There is a good balance of group experiences and times to engage in individual learning. For example, children thoroughly enjoy sitting together to share rhymes and songs, listening and responding well. Younger children laugh aloud when the mouse reappears from his hole. Staff use puppets well to focus children's attention. They give children the opportunity to see how to use the puppets before they explore them for themselves independently. Consequently, children are developing the key skills needed for their next steps in learning.

Staff support children with special educational needs well. Thorough assessment arrangements help staff to ensure they seek early intervention and appropriate support for individual children. This is because they have taken time to get to know the children and their individual needs through careful observation and regular discussions with parents and other professionals. For example, staff are patient and repeat instructions clearly using words and actions until children understand the expectation, such as sitting at the table to eat.

Assessment arrangements are effective. For example, initial assessments using the 'progress tree', parents' contributions and 'possible lines of direction' (PLOD) enable staff to plan exciting activities to challenge children in their development. This also enables staff to access appropriate support promptly. Parents routinely contribute to children's

'special book', such as their achievements at home and are actively involved in the progress check for children aged between two and three years. They comment favourably on these books, such as my child 'loves nursery. His skills and learning ability continue to thrive'. Staff use EYFS Profile data and information from local feeder primary schools to prepare children further. For example, after observing that children are not achieving as well in their communication and language skills, staff have attended relevant training to promote 'Every child a talker' ideas in the nursery and through parenting courses to support children at home.

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

Children thrive in the relationships established with all staff but in particular their key person. Consequently, they are content and settled in the well-organised learning environments where ample good quality toys and resources are readily available. Staff have good knowledge of children's individual needs. For example, by using 'my day' bubble forms staff have a clear picture of children's routines. Children acquire good skills for their future learning. In particular, children achieve well in developing their independence skills through very good support from staff. For example, children are encouraged to pour their own drinks at mealtimes. There are good systems in place to support children as they progress to different rooms and on to school. For example, there are close links with the local primary school and regular visits are undertaken to prepare children to be comfortable in their new environment. These also help them to become familiar with the adults who will be caring for them.

Children discover healthy lifestyles well. For example, there are regular opportunities for children to be outside and active. They benefit greatly from healthy snacks, which meet their special dietary requirements. Meal times are a social occasion and staff support children to sit together by providing appropriate furniture that meets their age and stage of development. For example, young babies sit together with older children at lunchtime in cabin chairs so that they become aware of routines and expectations. They copy this behaviour in their imaginative play showing awareness of safety. For example, children click safety straps together before they feed their baby.

All children can access drinks throughout their session. Staff have carefully considered children's individual needs with some being labelled with a photograph and others with the child's name. Children are well supported in their care routines and staff are meticulous at maintaining hygiene. For example, there are very good hygiene arrangements to protect children while their nappies are changed. Staff are excellent at reassuring children and making sure they are comfortable with the routines. Consequently, children are co-operative and enjoy the individual attention staff give them at this time. Children learn hygienic routines well. For example, children relish the opportunity to be involved in setting up snack time and clean the table thoroughly. There are good arrangements in place to support children if they become ill at the setting. Staff take necessary precautions, such as isolating and comforting the children, to reduce risks of cross infection while parents are called. Children are mindful of others and, knowing that children are feeling unwell, offer them comfort showing an awareness of how others feel.

Children show good understanding of how they grow and can recognise changes. For example, children are aware of their own needs and access the toilet facilities independently. They notice that younger children use potties. They explain how when they were little they had a pink potty but now they are grown-up they use a toilet.

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

Staff work well together to provide a safe and secure environment, which is thoroughly risk assessed to reduce risks of injury to the children. Staff routinely record accidents within the nursery and they monitor these to review and improve practice. There are good procedures in place to enable staff to release children to an authorised adult at collection time to safeguard the child's well-being. Staff have good knowledge of child protection procedures and these are regularly reviewed at staff meetings, supervisions and ongoing training to support children's well-being. Recruitment and induction arrangements are robust. Therefore, there is consistency in making certain staff are suitable to work with children. Managers support this process through ongoing suitability arrangements, such as regular supervisions and performance development reviews.

The management team regularly invite parents and children to contribute their views. For example, they are involved in the recruitment process; children prepare questions with staff, and parents are on the interview panel. Staff keep parents well informed of their children's achievements, through the 'all about my day' form, which is shared at collection time with parents of children in the baby room. Parents comment positively about the provision. They describe staff as 'committed and approachable' and appreciate their willingness to listen to their thoughts, such as supporting children to learn letters through a 'sensory approach'. Partnerships with key agencies and other professionals are strong. The key person works effectively with outreach workers to support children and their families to assess individual needs and to provide tailored support. This contributes to the improving outcomes for children.

The managers have a good overview of how the nursery operates and have very good understanding of the safeguarding and welfare requirements and the Early Years Foundation Stage. This helps to ensure that they model effective practice to a dedicated staff team. Ongoing professional development enables staff to access appropriate training to support their roles and responsibilities and the needs of their key children. The management team have a rigorous approach to self-evaluation and use a range of tools to continue to improve standards in the nursery at the new site. They have a good understanding of where improvements would benefit the children further, such as developing the outside environment. Leaders, managers and staff have developed clear action plans, such as developing cookery and story sacks, to improve further outcomes for children and their families. Planning and assessment arrangements support children to make good progress. The managers effectively monitor these procedures to enable continuity in practice.

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	EY454248
Local authority	Bath & NE Somerset
Inspection number	884832
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	57
Name of provider	Bath and North East Somerset Council
Date of previous inspection	not applicable
Telephone number	07773876560

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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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