

# Thames Primary Academy Nursery

Thames Road Primary School, Severn Road, BLACKPOOL, FY4 1EE

<b>Inspection date</b>	15/05/2013
Previous inspection date	Not Applicable

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

- Children settle extremely well due to the warm, welcoming environment created by the friendly staff. The close relationships between the staff and the children supports their confidence and strong feeling of security within the nursery. As a result, all children make excellent progress in relation to their starting points in this inclusive nursery, where they feel nurtured and well cared for.
- Key persons are highly skilled and sensitive and help children to form secure attachments and to feel very secure within the nursery. Key persons have an excellent knowledge and understanding of the children they care for and expertly support them in their next steps of learning.
- An excellent focus on early intervention has a very positive impact on children's overall development. Children, who need some additional support are making excellent progress in all areas of learning, particularly in their social and language skills.
- Staff embrace all opportunities to further their professional development and are supported excellently by a highly motivated management team. Comprehensive self-evaluation includes the views of all, enabling staff to accurately identify areas of strength and those for development. This has an extremely positive impact on the service the children and their families receive.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector toured the premises and visited the outside area.
- The inspector observed children within the nursery and their interaction and involvement with the staff and their peers.
- The inspector looked at a selection of children's assessment records and planning and a range of other documentation.
- The inspector spoke to staff and the nursery manager at appropriate times throughout the observations.
- The inspector also took account of the views of parents and carers spoken to on the day and information included in the self-evaluation form.

## Inspector

Ferroza Saiyed

## Full Report

### Information about the setting

Thames Primary Academy Nursery registered in 2012. They are registered on the Early Years Register and the compulsory part of the Childcare Register and are managed by the Academy Directors. It operates from a self-contained section of Thames Primary Academy in the South Shore area of Blackpool. Children have use of three main rooms each with direct access to an outdoor area. The setting serves the local area and is accessible to all children.

The nursery employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including the manager, who holds Early Years Professional Status and one other staff member with Qualified Teacher Status. The nursery receives support from the local authority.

The nursery opens Monday to Friday from 8am to 6pm for 48 weeks a year. Children are able to attend full-time or for a variety of sessions. There are currently 110 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children, who speak English as an additional language and those with special needs and/or disabilities.

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

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

- develop further the already rich environment in signs, words and books, to take into account children's different home backgrounds, language and cultures.

## Inspection judgements

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

Staff have an excellent understanding of child development, the areas of learning and the characteristics of effective learning. They use this knowledge extremely effectively to plan and support children's progress through motivational teaching. Staff are enthusiastic and playful, which strongly influences children's positive attitude to play and learning. As a result, children from an early age are confident to access resources independently and sustain their concentration while being fully engaged in activities. Meticulous and sharply focused assessment and planning ensures that activities provide optimal challenge for children, which significantly contributes to the excellent progress they make in relation to their starting points.

A superb learning environment enables children to make excellent progress in all areas of their learning and development. High priority is given to promoting children's communication and language development. Staff model language exceptionally well and consistently talk clearly to all ages of children. They expertly use a variety of strategies to capture children's attention and develop their listening skills. For example, children sit at storytime contributing to the story line as they predict what happens next. They understand that books have meaning and fully enjoy the story becoming animated as it progresses. Staff are also animated story tellers, using expression in the tone of their voices and props to successfully sustain children's interest when reading stories. Children learning English as an additional language experience their home languages through the use of visual aids, signs and symbols, showing that staff value their family backgrounds. However, there is scope to extend this further by displaying written words in their language, such as using labels for objects and activities. This is so that children can begin to learn about words and understand that they carry meaning.

Teaching techniques are strong and children are provided with opportunities to experience a balanced variety of adult-led and child-initiated activities to question and challenge children's thinking. Children are confident as they chatter to staff and each other, engaging in meaningful conversations. They are articulate in communication, for example, as they talk confidently about their new baby at home and about where they are going on holiday and what they might see. These practices, alongside staff supporting children's learning when required, significantly contributes to promoting children's self-esteem and helps them to make meaningful connections in their learning. Areas are well resourced with a variety of writing materials to promote and encourage emergent writing. Older children label their own work and the letters they write, which they proudly identify correctly, are clearly recognisable. Young children are provided with opportunities to make marks and use chunky chinks, paint brushes and their fingers to make patterns and marks in sand and flour. They are developing an understanding of calculation because staff provide opportunities by incorporating these in various activities. Children are confident in naming colours and shape and use simple addition and subtraction during their play. They understand and use everyday words to describe size and positional language. For example, children playing with the trains, talk about 'going over there under the bridge'. Children are actively involved in learning through play and exploration, in a way which challenges and excites them. Consequently, they gain more ability to become active thinkers and learn from new experiences, which helps them to increase in confidence and skills for their future.

Babies and toddlers enjoy abundant sensory experiences, such as playing with treasure baskets, coloured bottles and textured materials. They have great fun as they enjoy exploring water and bubbles. Babies take great pleasure in splashing in the water and are fascinated by the bubbles. Babies' react by smiling and are pleased with themselves, as they splash in the water repeatedly. This shows an early understanding of cause and effect, which supports their future learning. Staff are exceptionally proactive in their interactions with children, but also skilfully step back when they recognise that children need space for self-discovery and contemplation. They repeat words back to the children to enhance their vocabulary. Toddlers enjoy vocalising as the staff initiate conversation and reinforce their attempt to speak. Children use their developing language skills

confidently and enjoy talking to each other and expressing their ideas. They ask how, what and why questions of the staff and actively seek information regarding their play. Toddlers and babies explore technology confidently, by demonstrating at a very young age that, by pressing a button on a book, noises are made that promote reactions from them. For example, a toddler presses a button on the book that makes a laughing sound.

Teaching and learning within the nursery is outstanding. Staff facilitate children's enjoyment by offering an interesting, challenging and fun range of activities, so that learning is threaded through continuously within the nursery routine. Staff work extremely well together to plan activities that meet the needs of all children. They make detailed and informative observations of children's play, which enables them to plan very effectively for each child's learning needs. There are comprehensive monitoring and tracking documents in place to ensure that children reach their goals. As a result, all children make excellent progress across all areas of learning.

Staff warmly welcome parents into the nursery and partnerships are very strong. Great emphasis on partnership working with other professionals ensures that staff are fully informed and equipped to meet individual children's needs. Parents are actively involved with the initial and subsequent assessments of their children's learning. They share very useful information about their children when they first start, which provides a starting point for staff to build on. They are invited to contribute to staff's understanding of how their child is progressing through recording their own observations in their learning records. This extends to implementing the progress check at age two years. Staff develop and use specific skills, such as the 'Hanen' approach, a programme strongly based on the social interactionist model of language acquisition and carry out their own research on children's special educational needs and/or disabilities to accurately inform their teaching practice. The impact of this level of commitment is reflected in the excellent progress all children are making within the nursery.

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

The highly effective key person system contributes towards children's feelings of security and well-being. Children are extremely well settled and secure and they enjoy trusting relationships with staff. They, in turn, are very caring towards children and treat them with respect and affection. This results in the warm, happy atmosphere that is clearly evident at the nursery and means that children's emotional well-being is extremely well fostered. Meetings between parents and their child's key person provide an opportunity to exchange and update all relevant information about the child's development and progress at home and in the nursery. Staff also use these meetings to work with parents to plan a smooth and successful transition for their child from one room to another within the nursery and the major transition to school. As well as these formal meetings, parents and staff share information on a daily basis to ensure that the immediate needs of the children are met.

The learning environment is wonderful, providing rich, inspiring and a thoughtful range of activities and quality resources in all areas of learning. These reflect the children's own interest, so that they are continually challenged, which contributes to their motivation to

learn and growing confidence and independence. All children learn about similarities, difference, and diversity through books, resources, displays, discussion and experiences, thus, enabling them to develop an understanding and respect of everyone as an individual. Staff have an excellent knowledge of the children's needs and any additional support is identified, sought and monitored. They radiate a passion to provide the best possible care for children. Consequently, the staff team are committed, enthusiastic and innovative in creating a positive and enabling play and learning environment.

Children's behaviour is exemplary. They learn how to behave and know what is expected of them within a nurturing environment. The nursery rules include being nice to each other, sharing and taking care of their friends. Children give each other and staff hugs when it is time to go home. They learn how to keep themselves and others safe with the support of staff. They talk to them about safe actions and behaviours, such as not throwing toys, and make sure 'feet are on the ground'. For example, children prompt each other not to run inside. This shows their excellent understanding of safety. Visits from local emergency services help children to learn about safety issues and develop their future independence skills. Road safety activities and regular fire drills consolidate their understanding of staying safe.

Children develop an exceptional understanding of the importance of healthy living. They help to plant vegetables and fruits and are thrilled to harvest their produce for their snacks. This helps children to have a positive attitude to healthy eating and promotes their awareness of food and where it comes from. Children enjoy outdoor activities in all weather conditions. They show an excellent control of their movements as they run, jump and wave their arms in the air, starting and changing direction. Children thoroughly enjoy the extensive range of outdoor play activities and experiences. They are excited as they play 'hide and seek' with their friends and staff and scream in delight when they are found. Children eagerly discuss which foods are healthy to eat and which are bad for their teeth. All children are supported to serve their meal themselves at lunchtime. Staff encourage children to dress themselves, use the toilet independently and develop appropriate hygiene practices. This further promotes their increasing independence and develops the skills that will support and benefit them at school.

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

All staff and the management team have an excellent understanding of their responsibility to ensure that the nursery meets the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff know how and when to take action if they have concerns about a child's welfare. Policies that underpin the care practices are effectively implemented and are reviewed regularly. Processes, such as the administration of medication and recording of accidents are rigorous and robust. Parents are given a wealth of information and easy access to all policies, further ensuring that they fully understand the work, which the nursery does to keep their child safe. The nursery is highly effective in its management of hazards. Risk assessments are particularly robust, both for indoor and outside spaces, which subsequently means that children can play in safety. All resources are in excellent order. Fire safety is prioritised and access to the provision is extremely

secure. High ratios of adults to children and the sensible organisation of interior space means that all children are closely supervised at all times.

Leadership is inspirational. The management team have outstanding aspirations and pursue excellence in all aspects of the nursery. This ethos highly motivates the staff team, who are dedicated to provide outstanding and inclusive nursery provision for all children. Reflective practice and evaluation techniques ensure that all children thrive and the nursery has the capacity to make sure their development continues. For example, there are exciting plans to develop the outdoor area further for children to increase their already excellent sensory exploration and to grow vegetables and herbs, which can be sold in the children's centre to promote healthy eating to parents.

Management provide extensive supervision programmes that lead into the annual appraisals and inform staff training programmes. These help management to identify any concerns and issues quickly, to continue to provide high quality care and learning. Monitoring of practice throughout the nursery is exemplary with observation and peer assessment of staff practice. This excellent self-reflection on practice improves all aspects of the provision and demonstrates a strong drive to consistently maintain the highest levels of achievement. There is a strong culture of continuous professional development amongst the staff, who encourage and welcome ongoing training opportunities. Staff work together well and speak positively about their passion for children.

Teachers from the school and other local primary schools visit children prior to their entry to their school, in order to build up a relationship with them and identify future learning needs. A robust system is in place to track children's progress. As a result, children, who are at risk of falling below their expected levels of development, are quickly identified. The manager and the deputy are involved in the monitoring of the quality of the planning and assessment, with particular responsibility for children identified in being in need of support. Partnership with parents is extremely strong. Staff encourage parents to be involved in their child's learning through regular newsletters and help with topics. They ask them what interests their child and then note it on the 'Wow' board to highlight activities, which they can follow. Parents welcome the opportunity to meet with staff at parents' evenings where they look at their child's progress records. Parents and carers are extremely complimentary about the operation of the nursery and refer to the 'brilliant' progress their children are making. They express a high regard for the staff and the welcoming and secure environment and dedicated service provided. Parents have complete trust in the staff and are impressed by their attention to detail and individual knowledge of their children's needs.

Partnerships with other agencies are exemplary in all aspects. The two-way flow of information, knowledge and expertise between all partners is integral to children's learning, development and welfare. For example, staff obtain information from parents and other agencies in order to gain a greater insight into children's individual needs and how best to support and enable them to reach their full potential. Speech therapists, health visitors and local schools are just some examples of the expert practice and network of partnerships that have been established. Staff work closely with them to identify all children's needs, which allows them to continue to close the achievement gap

and support individual children. As a result, all children make excellent progress in their learning and development.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY456317
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	892021
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	54
<b>Number of children on roll</b>	110
<b>Name of provider</b>	Thames Primary Academy
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01253341466

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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