

# The Old School House Day Nursery

The Old School Nursery, 69 High Street, NEWMARKET, Suffolk, CB8 9TH

<b>Inspection date</b>	30/04/2013
Previous inspection date	04/05/2011

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

- The rich, varied and stimulating environment, both indoors and out, means children become highly motivated and enthusiastic learners and make excellent progress in their learning and development.
- Healthy living is given a high priority and is at the heart of many of the children's activities. As a result, they are enormously active and their knowledge and understanding of healthy foods and lifestyles is exemplary
- The leadership and management of the nursery is outstanding. The providers and managers have a passionate desire to maintain the superb quality of the provision. Staff morale is high and monitoring of the provision and children's learning is extremely effective.
- The outstanding partnerships with parents helps to ensure that all children's needs are effectively identified and exceptionally well met.
- Children have wonderful opportunities to develop their understanding of the world as they explore the outdoor environments and thoroughly enjoy examining insects, birds and other living things.

## **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 spoke with children and staff during the inspection and observed their activities.
- A range of documentation was checked, including information from parents, policies and procedures and the children's learning journals.
- The inspector and the manager took part in a joint observation.
- A meeting was held with the providers and the manager to discuss management issues, including staff recruitment, self-evaluation and supervision of staff.

## **Inspector**

Veronica Sharpe

## Full Report

### Information about the setting

The Old School House Day Nursery is owned by Care To Learn Ltd. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It opened in 1994 and operates from the old Victorian school building in the village of Stetchworth, close to Newmarket, Suffolk. All children share access to a variety of enclosed outdoor play areas. The nursery is open each weekday from 8.15am until 6pm all year round, with the exception of public holidays and one week at Christmas. A breakfast club is offered for a limited number of children from 7.30am.

There are currently 186 children in the early years age range on roll. They come from a wide geographical area and attend for a variety of sessions. The nursery provides funded places for eligible two-, three- and four-year-old children. The nursery supports a small number of children who speak English as an additional language and children with special educational needs and/or disabilities.

There are 28 members of staff in total, including two directors, the manager and two nursery cooks. Of these, 19 hold appropriate early years qualifications; 13 hold qualifications at level 3, and four hold qualifications at level 2. The manager holds Early Years Professional status. Five members of staff are currently on training courses to improve their qualifications. One member of staff hold a management qualification at level 4. The nursery employs a number of supply staff. The nursery is a member of the National Day Nursery Association.

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

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

- extend still further opportunities to children to display their own spontaneous art work and their early writings.

### Inspection judgements

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

Staff have a clear understanding of how children learn and the quality of teaching is outstanding. They plan and provide a stimulating and extremely well-organised programme of activities that are superbly tailored towards children's individual interests and abilities. Teaching in all areas is consistently strong, with students and less experienced adults receiving positive support and mentoring so they all show high levels

of confidence. Staff collect detailed information from parents before children start so they begin their initial assessments with a firm and informed base. Each child has their own learning journal, where staff collect a range of clear observations to support the assessments. Children's progress is summarised and shared with parents every four months so they have an excellent understanding of how their children are developing. Parents say their key person feeds back each day so they know exactly what their children have enjoyed. Staff collect parents' news and ideas and use these to plan for children's activities, for example, if a child is expecting a new sibling, this is supported through role play and conversation.

Children's communication and language is supported particularly well. Staff enable children to join in conversations and show they value children's contributions and encourage their responses. Babies and younger children have lots of time with their key people, they are carried into the garden, or sit in the book corner to share a quiet story. As a result, they become highly confident talkers. Older children develop their language and social skills as they join in circle times, where they share their interests and ask each other questions. Equipment, such as dual headphones, develop children's ability to listen together and compare their thoughts. Staff respond extremely well to older children's spontaneous ideas, which leads to activities, such as exploring what happens when too much water is added to trays of gloop, and what can they do to rectify the situation. Children go to the kitchen to ask for cornflour, and return excitedly to add more to the mixture and observe what happens with great interest. Staff skilfully support the children by enabling them to solve the problem independently through curious questioning and enhance their own understanding of the world. Children cooperate extremely well with each other, for example, they help each other to turn over the heavy logs to search for wood lice. Younger children share their toys with expert support from staff, so they learn about taking turns in fun and friendly ways.

Babies have great fun as they explore treasure baskets and sensory bottles with the close support of their key adults. Staff help them to use paint, water and sand and develop their interest in new textures. Toddlers develop their coordination and their early writing skills as they use chunky chinks, or paint the garden fences with water. Children's literacy skills are promoted extremely well by exciting activities. for example, they make up their own stories, and have them transcribed by staff, which they annotate with their own pictures and captions. They have highly developed imaginations, pretending to be 'Mummies and Daddies' and nursing their dollies, or being large and scary dinosaurs. Staff use mathematical language in everyday play so children quickly get used to the practical applications of number and size. They talk about small insects, and bigger butterflies. They count the large wooden blocks, and use many smaller ones to build towers and roads.

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

Children are highly confident and clearly very happy and content. They arrive with cheerful enthusiasm, and quickly join in with the activities. When they leave, they wave goodbye happily to staff, showing their affection. Each child is allocated a key person early on in their settling-in period. This gives them ample time to develop their attachments, as a

result, they feel secure and safe. This positive experience prepares them well for their future transitions. Detailed information is collected from parents to ensure there is a clear understanding of their individual routines and needs. Babies' feeding and sleep routines closely follow their home experiences, and they are gradually adapted to nursery life at a pace that suits them. Key persons show they are extremely knowledgeable about their children's individual needs and home lives, which results in children feeling valued and important.

The nursery gives a particularly high priority to teaching children about healthy lifestyles. They eat well-planned, wholesome and nutritious nursery meals that are home-cooked, with locally sourced ingredients. Older children take part in regular cooking activities and help to prepare their snacks on an everyday basis. All children take part in themed events, such as Olympic sports day, and 'Healthy body, happy me' to extend their understanding of good health and positive activity. Staff make excellent use of the outdoor areas, encouraging all the children to participate in active, enjoyable exercise. For example, they learn to bowl hoops, and throw beanbags with accuracy. Younger babies are taken into the outdoor areas every day so they move freely and exercise their bodies in the fresh air. A professional dance teacher visits the children weekly to develop their physical skills and encourage them to move to music. Staff support this throughout the week with lively action songs and games. All this means children's physical development and their future healthy growth is supported exceptionally well.

Children learn about expected behaviour because staff are positive role models. They show exemplary levels of cooperation and have very confident interactions with each other and the adults around them. They play and learn in an exceedingly well-planned and simulating environment that fully promotes their independence. Resources are clearly displayed and labelled so children make their choices with eager confidence. Their self-esteem is promoted very well by the many displays of the photographs of themselves, their special people and their family pets. However, children have slightly less plentiful opportunities to display their own spontaneous creations, such as arts and crafts and their early writings.

Most children play outdoors for most of the nursery day according to their own preferences. They enjoy extremely well-designed play areas that enable them to develop independent learning and take acceptable risks. For example, large boulders encourage them to clamber and climb, while a boat, half buried in sand, takes them to imaginary places. Younger children have their own safe places to play, where they can explore sand, plant and tend vegetables or paint the walls with water. Staff take children into the forest area, where they turn over logs to look for bugs, or make their own spider webs from coloured wire. All of this extends their understanding of the world wonderfully well. Children are encouraged to assess the hazards in their outdoor environments, and consider whether it is safe to put ladders onto the boulders or how fast they can scoot their wheeled toys. As a result, their understanding of personal safety is extremely good, which means they are very well-prepared for their future learning experiences. Practical aspects of the nursery day, such as tidying away their toys at regular intervals, or putting on their shoes, are well-established. All of which ensures children are ready for the next stage of their learning, including school.

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

Leaders and managers show an excellent focus and passionate drive to provide exemplary care and education to all children. Detailed, long term plans for the future development of the provision enable the nursery to respond to children and families changing needs in an exemplary way. For example, the nursery has won awards for its physical activity and healthy eating programme. As a result, the providers have devised, in collaboration with other local providers, a new, accredited course that enables staff to gain qualifications that help to promote healthy activity and children's nutrition in other settings. Accurate self-evaluation enables the nursery to show an exceptional capacity to drive improvements and ensure outstanding provision for all children. Parents' contributions are carefully assessed and reported on, so there is a clear understanding of how the providers have responded to their opinions and ideas. Improvements, such as the opening of the new baby room, are monitored constantly to ensure their continued success.

The providers use a number of very effective ways to gather and share information with parents, for example, the latest survey was conducted on-line and the website supports parent blogs. Consequently, partnerships working is thoroughly supported and parents contribute their ideas and opinions readily. Parents speak highly of the nursery and say staff know their children extremely well. They find the flexible attendance particularly supportive where their working patterns are inconsistent. Parents comment very favourably on the personal welcome they receive from managers and staff and believe their children are valued as individuals. A comprehensive welcome pack for parents helps to ensure all areas of nursery life are covered. This gives them a very good understanding of the provision. Staff work closely with other professionals to support children who have special educational needs and/or disabilities very effectively. There are strong relationships with the feeder schools and other early years providers so that children benefit from consistent learning experiences.

The providers have exceptionally effective monitoring and appraisals system that ensures all members of staff benefit from tailored support and training. This results in a highly skilled staff team, where skills are nurtured and students are supported effectively to develop high quality early years practice. Recently implemented peer observations and mentoring programmes further enhance the support, ensuring all children receive excellent teaching and learning. New staff undergo a rigorous induction that helps them to develop a very good understanding of their roles and responsibilities. This follows an secure recruitment process, where all necessary checks are completed before staff start work at the nursery. All staff attend child protection training and show an extremely good understanding of the procedures to be followed if they have concerns about children's safety. Procedures for safeguarding have recently been reviewed and updated in partnership with the local authority child protection team so that children's safety is assured. Safeguarding is given a very high priority ongoing, for example, possible scenarios are explored at team meetings, which further ensures children's safety. Staff conduct rigorous risk assessments so that children play safely. Older children make their own assessments, for example, before they go into the forest area, so they develop their own understanding of acceptable risk.

### **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

<b>Unique reference number</b>	221571
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	910780
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	118
<b>Number of children on roll</b>	186
<b>Name of provider</b>	Care To Learn Limited
<b>Date of previous inspection</b>	04/05/2011
<b>Telephone number</b>	01638 507178

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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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