

The Bluecoat School

Bluecoat Primary School, Green Lane, STAMFORD, Lincolnshire, PE9 1HE

Inspection date

Previous inspection date

14/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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 form secure emotional attachments with staff and show high levels of confidence and independence. They benefit from a highly stimulating and challenging setting, where they are happy and enthusiastic to join in.
- Young children are extremely well nurtured and supported as they prepare to fully join the main nursery unit. Their key person communicates extremely effectively with parents, other staff and teachers to identify and plan appropriate activities to help children settle and move forward to their next stage in their learning.
- Children make excellent progress in their learning given their starting points. Assessment is precise and as a result, activities are exceptionally well-planned to meet children's individual needs and current interests.
- Close, trusting relationships with parents and very effective links with other agencies support a shared approach to children's learning and ensure they receive consistent support.
- Management are highly skilled and effective at constantly monitoring and evaluating all aspects of the provision. As a result, a dedicated and motivated staff team work very closely together to ensure children benefit from a continually improving provision.

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.

Inspection activities

- The inspector observed children's activities in the main nursery room, the sunshine room and outdoor area.
The inspector held a meeting with the manager and the key person for the two year old children. She spoke to the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Carly Mooney

Full Report

Information about the setting

The Bluecoat School and Nursery was registered in 2012 and is on the Early Years Register. It is registered to care for two -year old children only, who share the facilities with three, four and five -year old children in the nursery and reception class. It operates from rooms within Bluecoat Primary School, Stamford, Lincolnshire. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery unit employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The nursery manager holds qualified teacher status. The nursery opens Monday to Friday term time only. Sessions for the two -year olds are from 8.30am until 11.30am. Children attend for a variety of sessions. There are currently four children attending who are within this age group. The nursery provides funded early education for two -year old children.

What the setting needs to do to improve further

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

- consider how to extend the already very good information given to parents, about children's daily activities.

Inspection judgements

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

The nursery is registered to care for a small number of two -year old children as part of an outstanding graded, school based nursery unit. Children enter the nursery through a referral system. Children are highly respected as individuals and staff demonstrate a superb knowledge and understanding of their learning needs. Planning is thorough and fully takes into account children's different learning styles, interests and development needs. A weekly focused observation along with recognition of children's interests is used effectively to plan interesting and age-appropriate activities. As a result, children are making rapid progress in their development, given their starting points and are gaining a vast range of skills that will superbly support them in their future learning. Assessment of children's progress is very accurate and begins with a detailed account of the child's first week at the setting, which enables staff to track progress effectively from the very start. Progress is shared with parents continually and they are fully involved in completing the progress check at age two. Parents' opinions and observations of their children at home are highly valued and incorporated into children's learning journey records and planning of

activities. However, the nursery are currently considering how they can better inform parents of the daily activities their children have participated in.

The nursery is extremely well-resourced and attractively organised both inside and out. Independent play is highly encouraged and children can select the resources they wish to use. For example, children freely access the painting easel and water tray. They know they must wear an apron for these types of activities and select these themselves. Children happily explore the environment at their own pace and mix well with older children, who welcome the younger children into their play. For example, an older child demonstrates how to hoola hoop, when a younger child struggles with the concept. The child says warmly, 'I can show you'. Staff build children's vocabulary by giving choices, modelling clear language and repeating words and sentences for reinforcement. Children are encouraged to make their own decisions and are extremely well-supported by staff who ask age-appropriate what, how and why questions, that expand their thinking skills. For example, during role play with a dolls house, staff ask, 'How many beds do you need?', when a child picks up three dolls. Children enjoy listening to stories, cuddled up closely to staff. They take books home twice a week to read with their parents, which helps to develop a love of books and supports learning at home. Children respond well to large group times and join in enthusiastically with singing and dancing activities in preparation for the older children's graduation day at the end of term.

Children engage in a range of activities which helps them to effectively gain an understanding of diversity and an appreciation of other people subtly through their play, discussions with staff and the variety of resources provided. Staff work very closely with other professionals and children's families regarding children in their care to fully support their development. For example, children attend singing and music making groups in the children's centre on the same site, supported by the children's centre teacher.

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

Children are integrated extremely well with the older children within the nursery, but also have the sunshine room, a bright, welcoming room of their own, which fully nurtures their sense of belonging in the setting and enables them to feel secure. An effective key person system ensures children settle well as staff build close, trusting relationships with both the children and their families right from the start. This enables staff to plan effectively for each child based on thorough discussions with parents and completing a detailed 'all about me' book together. Home visits prior to children entering the nursery, further enables staff to develop a deep appreciation for children's backgrounds, strengths and interests, which enables them to support and promote children's learning and well-being to a high standard. Children show that they are happy and secure in the setting, as they give their key person spontaneous hugs during their play. Highly effective handover systems are established within the nursery, as children become three years of age and move fully to the main unit. A detailed four week programme in full consultation with parents is followed so that children are able to start building a close relationship with their new key person. For example, staff plan story reading sessions together in the sunshine room. The 'sunbeam bear' is used by children as they move between the rooms as a sense of security and comfort.

Children demonstrate high levels of confidence and self-esteem at a young age, due to the excellent nurturing and acknowledgement of progress and achievements from staff during play. They approach staff with ease and show kindness and consideration for their peers, such as helping to fasten another child's apron when it has come undone. Children's independence is fully promoted, for example, as they successfully fasten their own coats, pour drinks, peel a banana at snack time and wash up their plate and cup after eating. Children's sense of responsibility is also encouraged as they tidy away toys enthusiastically when the tidy up song is sung. Routines, such as these, prepare children very well for full integration into the nursery unit and their next stage of learning.

Children participate in a range of activities which promote a healthy lifestyle, including participating in a recent healthy eating topic, that incorporated visiting the dentist in role play. Children are given opportunities to taste and prepare healthy foods and to understand why some foods are healthy and others are not. Children spend quality time in the highly stimulating outdoor area where they enjoy superb challenge on some of the large equipment. For example, children attempt to climb the steps of the climbing frame, negotiate the walk ways and carefully slide down the pole, well-supported by staff who encourage them to have a go themselves. Equipment, such as, the climbing frame or activities, such as, safely using cutlery to prepare food, helps children to learn about taking acceptable risks in their environment and how to be aware of their own safety under close supervision.

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

The nursery is led and managed extremely well and the nursery manager has high aspirations for consistently providing a top quality provision. As a result, staff are highly motivated and endeavour to provide children with the very best start in life. All staff have fully embraced the learning and development requirements and there is an excellent understanding of how to meet these requirements at all times. There is a robust system for monitoring and evaluating the educational programmes, that ensures areas of learning are not missed and gaps are quickly identified. Professional development of all staff is supported extremely well and regular supervisions and appraisals are used as part of the ongoing reflection of the nursery and its needs. Visits to other settings take place to share and develop effective practice. Training is integral to staff's development and consistently offered and encouraged to continually enhance the excellent skills and practices that are already in place. Thorough systems for self-evaluation, including analysing parents feedback, highlight the nursery's strengths and areas for development and are used as an ongoing and highly valuable tool to enhance the care provided.

Robust strategies are in place to safeguard children, strengthened by very secure partnerships with families and other agencies. All staff have attended training and discuss safeguarding on a regular basis as part of team meetings and supervision so that staff are confident to follow the nurseries policies and procedures. Clear recruitment and vetting of staff, helps to ensure children are cared for by a suitable staff team. Thorough induction procedures, enable staff to have a clear understanding of their roles and responsibilities,

knowledge of the children and their families and the general running of the nursery. Children play in a safe and secure environment as a thorough process of risk assessment is carried out to ensure hazards are kept to a minimum and identified quickly.

Parents are warmly welcomed into the nursery and have established close, working partnerships with staff. Parents attend various events at the nursery which supports their ongoing contribution to children's learning. For example, a 'dads day' to celebrate Father's day and story reading from a parent who is a librarian. Parents comment that they are very happy with the care provided. Partnership working with other professionals and agencies is very well-established and used to support children with additional needs well when needed.

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	EY439738
Local authority	Lincolnshire
Inspection number	883809
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	12
Number of children on roll	4
Name of provider	The Bluecoat School Governing Body
Date of previous inspection	not applicable
Telephone number	01780764202

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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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