

# The Close Nursery School

14 Prospect Road, BANBURY, Oxfordshire, OX16 5HH

## Inspection date

Previous inspection date

18/06/2013

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

- Staffs' thorough knowledge of each child's individual needs, ensures that all aspects of children's welfare and learning are promoted with great success. The very knowledgeable staff team has an excellent awareness of safeguarding children and implement robust procedures to monitor children's learning and their progress towards the early learning goals.
- Children enjoy an excellent range of activities and experiences which effectively meets their needs and helps them to make rapid progress in their learning and development. Children are engaged and very eager to explore, they meet new challenges with real enthusiasm, both indoors and outside.
- Children are secure, happy and confident to express themselves in the warm, welcoming and stimulating learning environment. The key person system very effectively supports children to form bonds and settle in the calm atmosphere of the nursery.
- The well-established partnership with parents and professionals that work with children, ensures that staff communicate well, to put the children's needs first. Children are very effectively prepared for transition to school as there are extremely effective methods for liaising with other settings.

## 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 activities in the three playrooms and the outdoor learning environment.
- The inspector carried out a joint observation with the manager, held discussions with staff and spoke with children at appropriate times during the inspection.
- The inspector looked at children's development records, planning documentation, the provider's self-evaluation form, evidence of suitability of practitioners working in the setting and a range of other records, policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Maxine Coulson

## Full Report

### Information about the setting

The Close Nursery School opened 56 years ago. In 2012 it re-registered as a limited company. The nursery is situated on the owner's premises on a residential road, close to the centre of Banbury. It operates from three interlinking rooms in a purpose-built building. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register. It is open Monday to Friday from 8.30am to 5.30pm for 50 weeks of the year. There are currently 75 children on roll and the setting is in receipt of funding for the provision of free early years education. Children come from the local community and surrounding areas. The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The nursery employs 11 staff. Of these, 10 hold appropriate early years qualifications. The nursery receives support from the local authority.

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

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

- give children greater opportunities to return and continue in their chosen activities.

### Inspection judgements

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

Children show high levels of independence, curiosity, imagination and concentration. The educational programme reflects rich, varied and imaginative experiences that meet the needs of all children. Staff's excellent understanding of the Statutory Framework for the Early Years Foundation Stage helps them to plan effectively around children interests and abilities. Teaching continually challenges children so they make rapid progress in their learning and development. Staff record children's progress against each area of learning which helps them to identify if there is any delay or gaps in their development. Staff work very closely with outside professionals and share relevant information with staff at other settings that children attend to enhance and support children's learning. Children with identified special educational needs and/or disabilities are supported effectively through staff meeting regularly with these professionals. They use the information gained from these meetings to plan appropriate steps for children's future learning and development.

From the time they arrive, children are eager to explore and they meet every new challenge with real enthusiasm. Babies and young children use staff as a secure base from which to explore independently in their playroom. For example, babies explore paints with texture as they use large brushes on hands, feet and vegetables. Staff are skilled in

knowing when to interact with children to extend their play and learning and when to allow them to play without their direct involvement. Therefore, children are highly engaged in their play, challenged and become independent learners. However, children are not always able to finish what they start in significant activities as these are tidied away at the end of each session.

Pre-school children demonstrate friendly behaviour. They approach visitors and introduce themselves and ask questions about what they are doing. Children's speech and language skills develop really well. Babies frequently imitate words and sounds as staff use and repeat words to make them familiar. Older children converse confidently. Staff work closely with parents to support children who are learning English as an additional language. Their acquisition of English is helped by using simple vocabulary and picture cards. Children thoroughly enjoy time with books. They make their own choices, sit down and turn the pages, looking at the pictures. Children recall the main parts of a story that is central to the latest theme, such as, what the character had to eat and on which day. Children are given a great deal of freedom to choose what they play with; they have access to low level equipment that is regularly changed, with pictures of larger sets of items in photograph albums so the children can choose what they would like to play with.

Children become highly involved in role play activities and demonstrate very good imaginative skills. For example, they lay down pretending to be 'eggs', stand up and stretch to become butterflies to fly all around the garden with their new wings. Overall, children's learning and development is in line with the expected developmental ranges for their age or beyond. As a result, they are exceptionally well prepared for the next stage of learning or school, having obtained the skills, attitudes and dispositions they need. The setting uses an approach where they encourage the children to be involved in the planning of their day, what toys and activities they would like to see out. They talk about this within a group and then take these ideas and suggestions forward into practice. Work done is filed in their personal profiles as evidence of the children's progress.

The setting recognises and values the role of parents, which results in an excellent partnership with parents. They work closely together to exchange information about their children through various means. Staff chat to parents of pre-school children and provide a summary to parents of their children's week. Parents are all encouraged to add comments about what their children have achieved at home and display their 'WOW' moments on notice boards. This helps staff to effectively plan around children's individual interests. Parents receive a written report about their children's progress and are invited in for parents' evenings and add their own comments to the report about how their children are doing. This means they are fully involved in their children's learning, which they can continue at home.

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

Highly skilled staff ensure that children are helped to form secure emotional attachments. Staff's warm approach helps children to settle quickly, feel safe and secure and aids a smooth transition from home into staff's care. Staff complete the children's development

records and keep the parent up to date on a daily basis. This contributes to children's feeling of security.

There is a calm atmosphere throughout the nursery and staff use appropriate strategies to manage children's behaviour, which means that children begin to understand what is expected of them. Lots of praise is used for children's efforts, which helps to develop their self-esteem. Children develop an understanding about sharing resources. Staff use gentle reminders regarding how children can keep themselves safe and evacuation procedures are practised so that children know what to do in such an event. Children are cared for in a safe, well-maintained and very attractively-presented environment. Resources are easily accessible in each of the playrooms, which helps children to become active learners, making independent choices of what to play with. Children in the baby room explore the environment with interest. They crawl round to connect with different resources and enjoy going into enclosed spaces where they look at themselves in a mirror.

All children greatly enjoy physical activity. Pre-school children choose when they would like to be outside and move freely with pleasure and confidence in a range of ways as they run enthusiastically up the hill, use push-along toys to develop their muscles and enjoy singing rhymes in the round house. Babies' skills develop well as they explore their room. They pull themselves up to stand and staff support them in their walking. Snacks take into account children's dietary needs, likes, dislikes and cultural backgrounds. Parents provide a packed lunch and receive support and guidance from staff on appropriate healthy choices. Children's understanding of healthy eating develops successfully. Staff follow excellent care and hygiene practices, especially with the very youngest children, to minimise the spread of infection. Older children access the bathroom independently as they understand when they need to use it; they attend to their own toileting needs.

The nursery has extremely effective methods for liaising with local schools and prepares children very well for their transition to school. Staff share information openly, with parents' consent, to ensure the children's individual needs are being successfully met.

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

High priority is given to children's safety and welfare. The nursery is very well run by a knowledgeable, dedicated and reflective management team. Throughout the nursery staff have a superb knowledge and understanding of safeguarding procedures. They have an excellent awareness of child protection matters and know how to report any concerns appropriately. Meticulous risk assessments are completed for the premises and all outings to monitor children's safety. All documents required for the safe and efficient management of the provision are in place and used very effectively by staff. Excellent procedures are in place to manage any accidents that children have, including informing parents. In the event of any concerns regarding children's safety, staff identify and implement steps to ensure that the possible hazard is minimised. Thorough recruitment and vetting procedures ensure all new staff and any students on placement are fully aware of their roles and responsibilities. This ensures that children's safety and needs are continually

met.

The excellent leadership and the processes in place, ensure that the educational programme is monitored very effectively. The manager and staff hold high quality staff meetings as they discuss the children and talk about their progress. The manager then uses this information to complete a summary of all children's progress against each area of learning, which ensures they all have a very clear view of how staff and children are making progress. Staff annual appraisals enable the manager to monitor staff's ongoing suitability and together they identify staff's strengths and areas for further development. The recommendation raised at the last inspection has been effectively implemented. For example, new observation sheets have been developed and staff watching and listening to children find them useful to help gauge what children are learning and how to extend their learning further. The whole staff team consistently seek areas for improvement and are encouraged to develop their practice through constant reflection. Regular team meetings include agenda items, such as self-evaluation of practice and policies and procedures. This results in staff who understand in detail, areas identified for improvement and how policies and procedures are put into practice on a daily basis. Parents are involved through suggestions and questionnaires that ask for their views on how the provision is run. Input is welcomed from advisers in the local authority and any suggestions for improvement are discussed at the staff meetings. This ensures that the setting is continually setting itself challenging targets for improvement.

Support for children with special educational needs and/or disabilities, is excellent as staff fully engage parents and other professionals, such as health visitors and speech and language therapists. The shared information about children's individual needs and how best to support children's learning and development leads to impressive progress from children's individual starting points. Parents and carers are enthusiastic about their children's care, learning and development at the nursery, stating that they are kept fully informed about their child's activities and development and feel staff are approachable, warm and caring, making their child's time at the nursery special.

## 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>	EY457300
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	895570
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	44
<b>Number of children on roll</b>	75
<b>Name of provider</b>	The Close Nursery School Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01295 256726

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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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