

# Rising Stars At Lillington Nursery & Primary School

Cubbington Road, LEAMINGTON SPA, Warwickshire, CV32 7AG

## Inspection date

Previous inspection date

27/06/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are happy and settle well as the staff team work together to create a bright, welcoming environment.
- Safeguarding is given a high priority and, as a result, children are safe and secure.
- Children behave well as staff are positive role models and provide them with appropriate boundaries so that children know what is expected of them.

### It is not yet good because

- Children are not always challenged in their learning as planned experiences are not always sufficiently adapted and the two year assessment has not been completed. As a result, gaps and strengths in children's development have not been highlighted.
- Children are not able to regularly access water, sand, paint and dough to fully allow them to explore colours and textures and develop their fine manipulation skills.
- Opportunities for older children to enhance their skills in climbing, balancing and jumping are not exploited to fully support their physical 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.

## **Inspection activities**

- The inspector observed practice and spoke to staff about experiences planned for the day.
- The inspector reviewed a range of policies, accident and medication records
- The inspector carried out a joint observation with the nursery manager.
- Planning documentation and learning and development folders were reviewed and discussed with staff.

## **Inspector**

Jacqueline Hardie

## Full Report

### Information about the setting

Rising Stars At Lillington Nursery and Primary School was registered in 2012 on the Early Years Register. It is situated in purpose-built premises in the Lillington area of Leamington Spa. The nursery serves the local area and is accessible to all children. It operates from one room and there is a fully enclosed area available for outdoor play. The nursery employs three members of childcare staff, two of whom hold appropriate early years qualifications at level 3.

The nursery opens Monday to Friday for 38 weeks of the year. Sessions are from 8.30am until 11.30am and 12.15pm until 3.15pm. Children attend for a variety of sessions. There are currently 19 children on roll who are in the early years age group. The nursery provides funded early education for two- and three-year-olds. It supports children with special educational needs and/or disabilities.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- develop and implement the two year progress check and identify children's strengths and areas where their progress is less than expected.

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

- further develop learning experiences so that they are consistently matched to children's needs and provide sufficient challenge
- open up more opportunities for children to be physically active by providing a range of equipment to encourage balancing, jumping and crawling
- open up further opportunities so children can regularly access sand, water, dough and paint to enable children to explore colour and texture and develop fine manipulation skills.

### Inspection judgements

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

Children make satisfactory rather than good progress from their starting points as planned learning experiences are not always matched to children's next steps in learning and are not consistently adapted to ensure they provide sufficient challenge. Staff carry out regular assessments on the children and have a clear understanding of their developmental stages. However, they have not yet carried out the two year progress check. This limits the opportunity to highlight gaps in children's learning at this stage of development to help parents gain any support they might need.

Children are adequately developing key skills that they will require to become ready for school. For example, they are encouraged to independently access the toilet and wash their hands. They develop their speaking and listening skills through small group sessions where staff ask open-ended questions. Consequently, children are sufficiently prepared for their next stage in learning.

Children's language skills are supported well as children are encouraged to listen to sounds in the environment, and they identify a plane as it flies overhead. This encourages the development of their early listening skills. Children are provided with opportunities to develop their thinking skills through play. For example, staff blow feathers and use open-ended questions to encourage children to have a go and make the feather float in the air. As a result, children begin to develop an understanding of cause and effect. Children have opportunity to make marks as they independently access crayons and pencils. This supports their early writing skills. Children's early reading skills are fostered as staff read books and children enjoy repeating familiar text and retelling the story in their own words. Staff support children's developing awareness of themselves through the use of the class mascot 'Scruff' the toy dog. Scruff asks the children to point to different parts of their bodies. Children point and name their features, which helps to support their developing vocabulary as they begin to associate meanings to words. Children's understanding of number is developed through play as staff ask them to count the bricks into the box as they tidy up.

The learning environment supports the seven areas of learning, and staff encourage children to explore new resources by considering their interests carefully. For example, children expressed an interest in cardboard boxes as they enjoyed hiding inside. As a result, staff developed this idea into making dens. This helped children to be engaged, motivated and develop their thinking skills. However, children are not provided with regular opportunities to access experiences, such as sand, water, dough and paint. This limits children's opportunities to explore colour and texture and develop their fine manipulation skills during first-hand play experiences.

Transitions between nursery and the nursery class in school are well supported. Staff share developmental and assessment records. This ensures the school are informed about the children's next steps, and learning priorities are identified.

Effective partnerships have been developed with parents. The nursery operates an open-door policy and parents are invited to join in with their daily story and rhyme time. Information is shared on a daily basis with them through discussions. This ensures children's needs are supported as there is a two-way flow of information and parents are adequately informed about children's next stage in learning.

Appropriate partnerships are in place with other professionals, such as speech therapists, and mean that early intervention to support children, including those with special educational needs and/or disabilities, is provided. This contributes towards narrowing the achievement gap in children's learning and development.

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

Adequate settling-in procedures are in place that help support children's transition to the nursery class and help them feel happy and secure. Children have sound emotional attachments with staff. The key person system is implemented well, to ensure that each child has a named person to take responsibility for their daily well-being, plan for their learning and development, and build positive relationships with parents. This provides a strong base for children's developing independence and helps them embrace new experiences with confidence.

Transitions into the nursery class allow time for children to become confident with their new environment. Children visit their new nursery class, and their new teacher spends time getting to know them before they move. This ensures the children settle quickly and are happy. Children behave well as staff provided calm and consistent boundaries. Regular praise and encouragement by staff throughout the activities successfully builds children's confidence and self-esteem. Children are taught how to keep themselves safe; for example, termly fire evacuations are carried out and the children demonstrate what to do when the alarm sounds.

Staff provide a welcoming and stimulating environment for children. Many of the resources are positioned at child-height to enable children to make independent choices about their play. They have daily opportunities to freely access the enclosed outdoor play space. This means that they get lots of fresh air. Children have access to bikes and trikes so they can practise pedalling and develop their understanding of space and others. However, there are limited resources to enable the more able children to develop the skills of jumping, climbing and balancing to help them learn to move with confidence, imagination and safety.

Children are familiar with the routines to maintain good personal hygiene, and know to wash their hands after using the toilet. Staff organise healthy snacks of fresh fruit and engage with children in discussion about foods that are healthy and unhealthy for them. This encourages children to develop healthy eating habits.

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

The manager adequately understands her responsibilities in meeting the safeguarding, welfare, learning and development requirements. The nursery gives a high priority to safeguarding. All staff are well informed about the procedures to follow if they have a concern about a child. Records, documentation, policies and procedures are sound and reviewed regularly to ensure they reflect current guidelines and practice. The nursery

keeps sound records of accidents, medication and attendance to further protect children and promote their welfare. There are effective recruitment and selection procedures in place and sound support for staff through the induction programme. This ensures that staff are suitable to work with children and fully understand their roles and responsibilities.

The manager is committed to maintaining continuous improvement. Staff meetings allow staff to share their ideas and contribute towards the continuing improvement of the nursery. The manager generally has a sound understanding of the setting's strengths and areas to improve. For example, through monitoring and supervision she has identified that staff require further training to ensure planned learning experiences offer sufficient challenge for all children. However, there is no effective system in place to monitor whether staff complete the progress check at age two in a timely manner. The setting has generally built sound partnerships with parents; the manager ensures that settling-in periods meet with parental needs. Parents receive information through workshops, where information about the Early Years Foundation Stage is explained to enhance parents' awareness and familiarity with the areas of learning. This partnership between parents and nursery supports children's well-being.

Children who have special educational needs and/or disabilities are supported because the nursery staff welcome the involvement from other agencies. This partnership working contributes to a consistent approach for the children. There are currently no children on roll who speak English as an additional language. Through discussion, staff demonstrate a sound understanding of how to support such children to ensure their inclusion and participation.

## 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>	EY455718
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	896496
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Lillington Nursery & Primary School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01926425114

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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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