

# Longwood School and Nursery

Longwood School, Bushey Hall Drive, BUSHEY, WD23 2QG

<b>Inspection date</b>	13/06/2013
Previous inspection date	13/02/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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 have ample opportunities throughout the day to develop their physical skills and stay healthy as they use the interesting outdoor play area.
- Children are settled and have formed bonds with staff; this helps them feel safe. This is due to the high level of staff retention.
- Staff provide a clear routine which the children are familiar with enabling them to feel secure.

### It is not yet good because

- Children are not fully challenged because opportunities to extend their learning and provide interesting and challenging experiences are not fully explored by staff.
- Children's independence through daily routines is not consistently promoted.
- There is scope for more effective monitoring of the education programme to ensure that children are making the best possible progress in their learning.

## 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 looked around the premises both indoors and outside, she also spoke to some members of staff in all rooms.
- The inspector observed and spoke to children in their play both indoors and out.
- The inspector carried out a joint observation with the Nursery Supervisor and held a meeting with her and the Registered Individual.
- The inspector looked at a selection of documents and examined the daily registers of children and staff.
- The inspector took into account the views of parents.

**Inspector**  
Suman Willis

## **Full Report**

### **Information about the setting**

Longwood School and Nursery registered under a new partnership in 2011 on the Early Years Register and has been established since 1990. The nursery operates from five rooms attached to the main school and shares use of the school hall and library. The wrap-around care / holiday playscheme operates from the main hall and six classrooms, as well as tennis courts and AstroTurf at Bushey Grove Leisure Centre. Children have access to outside play areas, including secure play space for the younger children and large grassed areas and adventure play for the older children. The school is situated in Bushey, Hertfordshire.

The nursery employs 45 members of staff, five of whom have qualified teacher status, 23 are qualified to level 3 and above, 13 are working towards a level 3. The nursery is managed by the Registered Individual who is qualified to degree level. The nursery operates from 7am until 7pm Monday to Friday except Bank Holidays. The wrap-around care club catering for before and after school and during school holidays is registered on the compulsory and voluntary parts of the Childcare Register. They have use of the main hall, a classroom and outside play space.

There are currently 136 children on roll on the Early Years Register. The nursery provides funded early education for three and four-year-olds. It supports children with English as an additional language and 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:**

- plan activities to ensure that children are provided with high quality learning experiences to help them make the best possible progress in their learning and development.

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

- promote older children's independence through daily routines, such as enabling them to pour their own drinks during meal times
- ensure that monitoring of the education programme is effective in order that children make the best possible progress in their learning.

## Inspection judgements

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

Staff have a sound understanding of how children learn and provide suitable activities to promote their learning and development. Children are provided with a sufficient range of child-initiated and adult-led activities and their progress is suitably monitored. Next steps are appropriately identified and planned for to ensure that children are working within their age range. However, opportunities to promote children's learning and development through challenging experiences are inconsistent. For example, during a cutting activity older and more able children are not given the opportunity to extend their cutting skills into developing their creative and critical thinking. As a result, there is insufficient differentiation to help all children make the best progress.

Parents share information about their child's progress both verbally and informally. For example, children over two years share a book detailing activities planned enabling parents to continue the learning at home and feed back to the nursery. They are invited to share their child's learning journal and their comments are welcome. This means that parents' views about their child's progress are taken into account by staff when planning for children's next steps.

Staff use their observational skills to join in and help children to make progress in all areas of learning as they ask open-ended questions. Children have access to books and some are developing an understanding of how words have meanings as they pretend to read. Circle times are used appropriately to extend children's learning. For example, older children are developing an understanding of the alphabet as they correctly identify certain letters. Younger children develop their language skills as they sing familiar songs. Children learn to count and make number connections as they count heads during circle time. A broad range of good quality resources which children can access with ease enable them to develop their skills in all areas of learning. Children competently use computers and electronic games to extend their technical skills. They learn about their environment as they freely access watering cans to water plants in the garden. Children use role play to develop their understanding of the wider world. They develop fine motor skills as they use scissors, paint brushes, pens and crayons.

Babies make good progress in their learning and development because they are cared for in an environment where they feel safe and secure. They are provided with ample opportunities to babble because staff make good eye contact with them and respond positively. They enjoy developing their physical skills as they learn to pull themselves up on the low-level soft play equipment with staff at hand to provide appropriate support. Babies are learning to make connections and are delighted as they learn that they can push a button to make music and are rewarded for their achievements.

Children are developing the skills which prepare them appropriately for their next stage of learning because they are making steady progress relevant for their age and stage of development.

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

Partnership with parents and a gradual settling-in procedure enable children to settle with ease and build a secure attachment with their key worker. Parents provide valuable information about their child enabling staff to meet their individual needs when they start. This means that children develop a sense of belonging to the setting as they are provided with similar routine care. Staff use their observational skills to encourage turn taking and sharing which enable children to behave well. They patiently wait for their turn during activities and form orderly queues when waiting to go out. Transitions for children's next stage of development are made easier due to the gradual settling-in procedures. This also helps prepare children who move on to different settings as they become familiar with mixing in different groups.

Children are gaining in confidence as staff consistently offer praise and encouragement. They are encouraged to make independent choices as they play and explore. However, opportunities to extend independent skills through daily routines are not fully promoted as meals and drinks are served to them. Children learn to value different cultures and beliefs as they celebrate festivals from around the world.

Staff demonstrate a sound understanding of safeguarding and children are appropriately protected. Children feel safe because clear boundaries, such as gates and fences secure the outdoor area. Staff use their observational skills to monitor children and prevent accidents happening. This enables them to learn and develop in a safe and secure environment. They are developing an understanding of danger as a member of staff explains the dangers of swallowing coins. Children learn to take risks as they use the large outdoor apparatus safely whilst being supported and guided by staff. They routinely use the well-developed outdoor play area to participate in a variety of activities to stay healthy and develop their large physical skills. Children competently learn to ride bikes and use large apparatus to climb and crawl through. Sheltered areas enable them to have fresh air at all times. A rolling menu offering both vegetarian and non-vegetarian options is clearly displayed to ensure that children's individual dietary needs are met. These are healthy and nutritious. For example, children have spaghetti with meat or vegetable sauce followed by fruit and cream.

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

All staff work well together and have been with the setting for many years. They have a clear understanding of their roles and responsibilities and are suitably monitored most of the time. The nursery supervisor is able to demonstrate how ratios are consistently maintained and children are appropriately supervised at all times to ensure that children's welfare requirements are not compromised. A clear recruitment procedure ensures that all staff are suitably vetted to be around children. They all complete annual training and are fully informed of the procedures to follow if they have concerns. A clear monitoring of visitors by the reception desk helps to protect children. All staff and visitors are reminded

about the nursery's camera and mobile phone policy ensuring that children continue to stay safe. Accidents and incidents are used effectively to inform risk assessments. This means that children continue to explore and learn safely.

Management of staff performance is generally good and continuous development of staff is encouraged. Unqualified staff are encouraged and supported to develop their careers in childcare. A clear system is in place to manage under-performance. The nursery supervisor has a sound understanding of how children learn. She oversees meetings to ensure that staff continue to meet the learning and development requirements of the Statutory framework of the Early Years Foundation Stage. However, there is scope for more robust monitoring of the education programme to ensure that children are provided with interesting and exciting experiences so that they make the best progress possible.

Self-evaluation takes into account the views of staff, children and their parents. The nursery is supported by the local authority and plans for improvement are identified and implemented. For example, the outside area has been created to enable children to use the outdoor environment to learn and explore in all weather conditions.

Recommendations from inspection are quickly addressed, such as identifying children's next steps suitable to their individual needs. Parents value both the informal and formal relationship developed between them. Information about the Early Years Foundation Stage is clearly displayed in the entrance hall. Parents are encouraged to be involved in their child's learning.

Partnerships with parents, external agencies and other providers continue to meet the diverse needs of the children so that those who need it receive appropriate interventions and support.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY431559
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	923039
<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>	120
<b>Number of children on roll</b>	136
<b>Name of provider</b>	Malcolm Livesey and Sally Ann Livesey Partnership
<b>Date of previous inspection</b>	13/02/2012
<b>Telephone number</b>	01923253715

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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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Piccadilly Gate  
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