

# Temple Sowerby School Nursery

Temple Sowerby, PENRITH, Cumbria, CA10 1RZ

## Inspection date

08/07/2013

Previous inspection date

07/07/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Children are happy and settled in the nursery because the staff are very friendly, kind and caring. Children are valued as unique individuals and receive praise for their achievements. As a result, they develop their self-esteem and self-confidence skills.
- The play environments are inviting, bright, and well stocked with a range of good quality resources for children to freely access. As a result, children develop their independence skills as they make many choices for themselves.
- Children make good progress in their learning because the staff complete a range of regular observations and assessments of them as they play. The next steps in their learning are clearly identified and supported by the staff who provide them with a wide range of challenging and interesting activities to take part in.
- Partnerships with parents are good because the staff expertly involve them with their children's learning at every opportunity. As a result, a shared approach is fully embedded.

### It is not yet outstanding because

- There is room to strengthen the opportunities for children to develop their communication and listening skills with their peers.
- There is scope to extend children's awareness and love of books in all areas of play.

## 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 had a tour of the nursery.
- The inspector held discussions with the children and staff throughout the inspection.
- A number of children were observed during indoor and outdoor play.  
A range of documentation relating to the nursery and to staff was looked at by the
- inspector. These included the policies and procedures, risk assessment records, a record of staff training and staff supervision documents.
- A range of children's observations, assessment records and diary books were looked at by the inspector.
- The inspector took account of the views and opinions of parents received on the day of inspection.

## Inspector

Charlotte Bowe

## Full Report

### Information about the setting

Temple Sowerby School Nursery was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from within Temple Sowerby Church of England School in Temple Sowerby. Children have access to a main playroom and share the Reception classroom and school hall. There is an enclosed area available for outdoor play.

The nursery is managed by a voluntary committee and employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3.

The nursery opens Monday to Friday term time only. Sessions are from 9am until 12 noon. Children attend for a variety of sessions. There are currently 11 children attending who are in the early years age group. The nursery provides funded early education for three- and four-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:

- strengthen the opportunities for children to develop their communication and listening skills with each other, for example, by providing a communication and listening area for children to spontaneously engage in on a daily basis with their peers
- enhance children's literacy skills and encourage their awareness and love for books, for example, by providing a range of fact and fiction books in all areas of their play, such as in the construction area and role-play area for children to use as they play.

## Inspection judgements

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

Children make good progress towards the early learning goals given their starting points. Detailed 'all about me' booklets provided by the parents are used by the staff to determine children's unique starting points. Regular 'snapshot' observations and 'photo stories' capture children's achievements as they play and longer written observations clearly link to the Development matters in the Early Years Foundation Stage and maintain a precise record of their ongoing progress. The assessments of children's learning and development are accurately recorded on individual 'Progress records' and 'Summative sheets' and clearly demonstrate the progress that they are making, highlighting the next steps in their

learning. As a result, children are ready for their next stages in learning and gaining the skills necessary for their future move in to school.

Planned activities take into account the needs and interests of all children and the staff ensure that their next steps are effectively and quickly supported through a range of interesting and challenging activities. This provides children with depth and breadth in their learning and development. For example, they gain an awareness of numbers and counting as they count the number of children in attendance at registration time. Children develop their physical skills as they take part in the weekly physical education sessions in the school hall. They develop their awareness of technology as they control the mouse and create a colour wheel on the computer. Children can relax in the cosy book area indoors and read a wide variety of books. However, there is scope to further develop children's awareness and love for books in all areas to further develop their literacy skills.

Children develop their communication and language skills because the staff engage with them effectively during their play and encourage conversation. They skilfully support children to develop their thinking skills. For example, following a recent visit to the local animal park, the staff and children create a pet store in the outdoor environment for them to engage with. Children reflect on their own experiences and confidently talk about their visit and the animals that they saw. The staff support children to extend this by asking what pets they have at home. Children are encouraged to take 'Bluebell Bear' on their holidays and reflect on their experiences upon their return. This supports children to develop the confidence to speak out in a group and share their own experiences with their peers. However, there is room to strengthen children's communication and listening skills as they play spontaneously with their peers. For example, by providing a communication and listening area for them to engage with on a daily basis to further encourage conversation between one another.

Partnerships with parents are good. The staff actively involve parents in their children's learning at every opportunity. For example, parents are welcome into the nursery to discuss their children's learning at any time. They contribute to children's progress records and home to school diaries on a regular basis. The staff ensure that parents receive a wealth of information on the Early Years Foundation Stage in their 'Welcome pack' and keep them well informed of the progress that children are making through regular communication and 'Weekly information sheets'. The staff encourage parents to support their children's next steps in learning at home. For example, the staff provide them with resources, such as number lids to develop children's awareness of numbers and counting. As a result, a shared approach to children's learning is fully embedded.

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

Children are very happy and settle easily in the nursery because the staff are very kind, caring and friendly. Robust induction procedures are catered around children's individual needs and parents are welcomed to stay in the nursery as long as they wish so that they feel assured that their children are settled. The staff listen attentively to children and provide many opportunities for them to develop their confidence skills. For example, children delight in sharing their experiences from home as they bring in treasured items

for 'show and tell'. They are valued as unique individuals and have plenty of opportunities to talk about their family as they look at their 'My special photo book' in the book area. Children are encouraged to display their artwork on 'Our working wall' so that they can be proud of their achievements. As a result, children develop their self-esteem and self-confidence skills.

Children benefit from play environments that are inviting, bright and well stocked with a wide range of good quality resources that are safely accessible and support their all-round development. Children choose whether to play indoors or outside because their outdoor environment is freely accessible to them on a daily basis. For example, children have regular access to fresh air as they run around freely in their outdoor environment. Children are independent and motivated learners because they access the resources of their choosing and do many things for themselves. For example, children independently find their own picture or write their own name for self-registration. They are encouraged to dress themselves after physical education sessions in the school hall and staff are on hand to support them when necessary. Children independently wash their hands before snack and spread butter onto crackers using a knife. As a result, children are gaining the skills necessary for their future move onto school.

Healthy eating is highly promoted in the nursery as children benefit from nutritious snacks that are freshly prepared on a daily basis. They learn about the effects of germs because the staff skilfully talk to children about why they should wash their hands before eating. The outdoor area is well equipped to ensure that children have plenty of opportunities to exercise on a daily basis. For example, children learn to build using a range of large wooden blocks. They develop their balance skills as they attempt to complete the wooden assault course and regularly access areas of interest within the local community. This all ensures that children adopt healthy lifestyles.

Children display positive behaviour because the staff are good role models and clearly demonstrate what is acceptable behaviour. They are skilled in using a range of sensitive techniques to ensure that children clearly understand the rules and boundaries of the setting. For example, children develop good manners as they sing the 'Please and thank you song' before they eat their snack. They are actively encouraged to share and take turns as they play with their peers. As a result, children play cooperatively together and show respect for one another.

Children learn how to keep themselves safe because the staff teach them about safety in the nursery and when on outings. For example, they take part in regular evacuation procedures, and therefore, they become familiar with the routine should there be a fire. Children learn about crossing the road safely because the staff invite external agencies into the nursery to talk to them. Their awareness of this is further supported by the staff who reinforce this as they cross the roads together in the local community. As a result, children develop a good understanding of keeping themselves safe.

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

Managers and leaders have a good knowledge of the Statutory framework for the Early Years Foundation Stage and implement this effectively in the nursery. The quality of teaching is good because staff work together as a team to support children effectively in their learning. They make time to listen to children and provide a wide range of interesting and challenging activities for them to take part in. The staff have a good understanding of how children learn and use the Development matters in the Early Years Foundation Stage effectively in order to support each child's learning and progress. Observations and assessments of children are robust and clearly highlight the next steps in their learning. This ensures that children are ready for their next stages in learning and are well-prepared as they move on to school.

The staff are knowledgeable in protecting and safeguarding children and clearly know the procedure to follow should they have any concerns about a child in their care. Robust procedures are in place to ensure all staff are checked to ensure they are suitable to work with children. Policies and procedures are well-written and are accurately reflected in practice by all staff. Daily 'sweeps' ensure that equipment and resources are checked each day and hazards are instantly removed or repaired. This ensures that children remain safe as they play. Risk assessments are fully in place and accurately cover the indoor and outdoor learning environments as well as outings in the local community. As a result, children's safety and well-being is highly promoted in all aspects.

Self-evaluation is effective and clearly highlights the nursery's strengths and areas for improvement. Parents are encouraged to contribute to the evaluation process through regular discussions and questionnaires. Children's views and opinions are valued because the staff hold daily group discussions with them and regularly observe them in the nursery, taking into account their likes and dislikes. The staff are clearly committed to improving their service as they have successfully implemented the recommendations from their last inspection and have made enhancements to the nursery following their most recent local authority review. They are proactive in attending local training events to further develop their knowledge and skills. This all clearly demonstrates that the staff are committed to drive the nursery forwards in order to improve the quality of care and learning for children.

Partnerships with parents are good because the staff expertly involve them with their children's learning at every opportunity, both in the nursery and at home. For example, parents are encouraged to contribute to the 'Home to school diary' on a regular basis and record their children's achievements and progress from home. A weekly information sheet provides parents with a wealth of knowledge on what their children have been learning across all areas of the Early Years Foundation Stage each week in the nursery. Parents report that they are happy with the nursery and feel assured that their children are happy. They praise the links that the nursery has with the school and feel that their children benefit from seamless transitions as they move into Reception.

Partnerships with external agencies are strong because the staff are confident to seek advice and support from the local authority. The staff are proactive in attending local 'Footprint clusters' in order to seek support and share good practice with other settings. They work together with external agencies to support children in the nursery. The staff have extremely good links with the attached school and children are regularly involved in

theme days and share play areas and resources with the Reception class. This ensures that children are familiar with the school and supports them to develop their confidence skills as they engage with older peers. Links with shared settings are also well-established and the staff are proactive in liaising with them to share children's progress. For example, a weekly 'Progress, activities and comments' sheet is sent out to shared providers and details what children have been learning at the nursery. This ensures that children's next steps in learning are effectively met and their care, learning and development is complemented and shared effectively.

### **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>	317613
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	865127
<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>	18
<b>Number of children on roll</b>	11
<b>Name of provider</b>	Temple Sowerby Nursery Committee
<b>Date of previous inspection</b>	07/07/2009
<b>Telephone number</b>	017683 61512

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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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