

# Badsworth Nursery School

Badsworth C of E Junior & Infant School, Main Street, PONTEFRACT, West Yorkshire, WF9 1AJ

<b>Inspection date</b>	26/06/2013
Previous inspection date	25/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 make rapid progress in their learning because educational programmes are tailored to ensure they can follow their interests, and provide them with challenges that help them to attain the next steps in their development.
- Very strong relationships with parents ensure they are fully involved in their children's learning and by sharing activities the nursery gives them good levels of support in promoting their children's learning at home.
- Support for children during transition to school is significantly enhanced because of the excellent relationships with the local school. As a result, when children are ready to move on they are familiar with routines, are very confident and self-assured.
- Robust monitoring of the provision involving all users of the nursery ensures clear action plans are implemented, based upon accurate assessments of the nursery's strengths and weaknesses.

### It is not yet outstanding because

- On occasions, children use their dummies while they are happily playing and this sometimes hinders their attempts at communication through spoken language.
- The youngest children are not fully supported in their independence in health and self-care, because the space used by them does not have suitable equipment where they can sit comfortably and feed themselves at snack time.

## 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 observed activities in the main play rooms and the outside learning environment.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, and the provider's improvement plan.
- The inspector took account of the views of a parent spoken to on the day and from information included in the nursery's own evaluations.

## Inspector

Nicola Dickinson

## Full Report

### Information about the setting

Badsworth nursery school was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It runs from a purpose built building on the site of Badsworth Church of England Infant and Junior School, Pontefract. The nursery serves the local area and is accessible to all children. It operates from one large room and there is an enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional Status.

The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 50 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:

- promote children's attempts at communication through spoken language more effectively, by discouraging them from using their dummy during their play
  
- support the developing independence of the youngest children in attending to their own health and self-care, by providing a suitable space with age-appropriate equipment, where they can sit comfortably and feed themselves.

## Inspection judgements

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

Practitioners in the nursery have a comprehensive knowledge of the Early Years Foundation Stage. The nursery is welcoming and lively, with an interesting range of well-planned stimulating activities, both indoors and outside. The nursery works in partnership with the local infant and junior school to identify areas where some children are not meeting the expected targets in learning and development. As a result, educational programmes are structured to focus on those areas, for example, developing early writing skills. Practitioners are also skilled in using props to promote children's language development. They use objects, stories and action rhymes to support children's

understanding of spoken language. On occasions, the youngest children use their dummies when they are happily playing and this sometimes hinders their attempts at communication through spoken language. Nevertheless, development and assessments show that children make swift progress from their starting points, across the prime areas of learning, and when they enter school they have very good communication and language skills.

The nursery obtains information about children's interests, and their starting points, from their parents. This is regularly updated through discussions with parents and the use of an 'interest tree', where both children and parents can add information. This enables practitioners to develop individual learning plans that are tailored to target the needs of each child and focus on the skills they have already acquired. As a result, children are presented with adult-led activities that challenge their thinking and help them to extend their skills. For example, during outdoor play, children work together to build a vehicle from crates and tyres which they can use in their role play to take them to the seaside. Enthusiastic practitioners enhance children's play as they fully embrace messy activities, such as corn flour and water. Their enjoyment and the squeals of delight from the children taking part, encourages even the most reluctant children to join in. Parents comment that practitioners are 'doing their job well. They are teaching the children in an enjoyable and relaxed atmosphere'.

Practitioners have high expectations for each child and they are fully committed to helping them achieve the targets set for them. Detailed observations and assessments provide a comprehensive record of children's progress. Practitioners have a very good understanding of where each child is in their development, which ensures children are provided with purposeful and developmentally appropriate educational programmes. This offers them challenge and enhances their learning experiences because they reflect their preferences for learning. For example, babies enjoy play time in the outdoor area where they have lots of space to move and investigate. Adult-led learning combined with child-initiated exploration means that children experience a very good balance of child-led and adult-led learning. For example, the nursery has introduced the children to 'Pedro', their new pet rabbit. They are learning how to care for him and their learning continues through role play in the 'pet corner', where they share ideas and develop narratives.

Feedback about children's progress is shared with parents on a daily basis. 'Learning journeys' are available for them to view and regular discussions with key people keep them informed about how their child is meeting the expected milestones for their age. Monthly newsletters share activities with parents to enable them to support their children's learning at home, and parents are invited to share their ideas. They are also given activities, such as word cards, to help prepare their children for the move to school. The required progress check at age two has been completed for all children and shared with all relevant partners.

The nursery has excellent partnerships in place with the local infant and junior school. The support they offer children during transition, such as visits to school, is highlighted by parents and teachers as an outstanding aspect of the provision. Detailed assessments ensure information shared about children's learning is accurate and precise. Children who

are moving into the school from the nursery demonstrate high levels of attainment across all areas of learning, because practitioners 'nurture' them.

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

Children are learning to tolerate each other's differences and this is demonstrated through the strong peer relationships they are developing both with staff and each other. The nursery embraces children from a variety of different cultures. They develop their understanding of equality and diversity through every day discussions and a variety of resources and activities. For example, games on interactive equipment, stories and small world toys. Through effective teaching children begin to understand the needs of others and this is helping to prepare them for the larger social environment of school.

Children enjoy outdoor play in all weathers. They are free to access the well-equipped outdoor area whenever they wish. This means they develop physical skills, while learning how exercise supports their overall health and well-being. For example, they use balls for throwing or catching, and low-level equipment for jumping and balancing. A varied selection of resources, for example, painting activities, water and sand play, ensure all children are able to participate to the best of their ability. Children's safety is given high priority without restricting their independent exploration because practitioners are vigilant at all times ensuring children are well-supervised and kept safe. Children are encouraged to risk assess for themselves and are developing a good understanding of how to keep themselves safe. This is demonstrated in their role play when they prompt each other to put their seat belts on in the vehicle they have made.

The nursery has an 'open door' policy where parents who have children entering the nursery can visit unannounced. This means they can visit the nursery as often as they wish to help their children prepare for the move. Short settling-in sessions help to smooth transition, providing some continuity in their care. A robust key person system ensures children develop very secure attachments early in their care and receive consistently high levels of support at all times. Children in the nursery demonstrate they are very happy and settled. They are self-assured around visitors and they demonstrate their confidence by independently accessing resources, chatting freely and sharing their learning experiences. The support children receive to prepare them for transition into school is exceptional. They enjoy regular visits to the school to familiarise them with routines. School children from Year five and the Early Years Foundation Stage teacher, visit the nursery to read with the children. As a result, children from the nursery settle easily because they have support from familiar adults and children when they enter the school setting.

Practitioners are very good role models, prompting children to say 'please' and 'thank you'. Through everyday routines and group activities, children are learning to negotiate, share and help each other. As a result, they are beginning to develop very strong peer relationships, demonstrating behaviour which is kind and considerate. This is highlighted by the school as another outstanding aspect of the provision. Children who enter the school have 'exemplary' behaviour because clear, simple explanations, appropriate to their stage of development, support a growing understanding of right and wrong. The nursery works closely with parents to implement behaviour management plans for children, thus

ensuring boundaries are consistently reinforced. The occasional incidents of unwanted behaviour are managed well by patient, understanding practitioners. Parents value the nursery's contribution to their children's lives and comment that practitioners 'are teaching them life skills'.

Children enjoy a wide variety of healthy snacks. Their food preferences and any dietary needs are taken account of. Children enjoy healthy meals provided by the school. Menus are shared with parents and they express how they are given tips and ideas to help with their children's eating at home. Children learn personal hygiene through practical routines and this helps them to be independent in their self-care when they move onto school. However, the youngest children are not always fully supported in developing their independence in self-care. This is because the space they use does not have suitable equipment where they can sit comfortably and feed themselves at snack time.

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

The management team has a comprehensive knowledge of the learning and development requirements. Implementation of planned learning is closely monitored, to ensure children's experiences offer them challenge, and help them to maintain good progress across all areas of learning and development. Ongoing mentoring of staff is robust and this means training programmes are targeted to tackle any underperformance, and improve the skills of practitioners who are already knowledgeable. For example, how the development of letters and sounds contributes to developing early literacy skills.

The management team is fully committed to driving improvement and raising the standards of the nursery provision, demonstrated by a rigorous monitoring process that facilitates an accurate assessment of strengths and weaknesses. Through 'reflective practice meetings' development plans are devised that show a detailed record of areas identified for improvement, and action taken to address them. For example, improving planning for all children to ensure the needs of every child are met. To ensure high standards are maintained, all users of the nursery, practitioners and school teaching staff, are actively involved in the evaluation of the provision, and their views taken into account. For example, practitioners and school staff identified that dinner times were the most difficult part of the day for children entering the school. Children now attend meal times with support from nursery practitioners to help prepare them for transition. Parents value the service the nursery provides. This is demonstrated by comments such as, 'we were desperate to get our child in and were really pleased when we did' and 'I like the way they are with the children, they are loving, they know how to distract them when they are upset and I don't have to worry about them'.

Practitioners in the nursery have a detailed knowledge of child protection issues and children's safety is given high priority. Entry to the nursery is by a buzzer and security measures are strictly adhered to. Detailed records of visitors are maintained. A register of the children's attendance, including when they arrive and leave, is in place. The manager supports parents' understanding of the nursery's practice by providing them with copies of the policies and procedures so they are clear about the service they provide. Reminders

are displayed around the nursery, for example, the use of mobile phones is prohibited. Senior practitioners have completed safeguarding training to develop their knowledge of how to keep children safe and practitioners demonstrate a thorough understanding of their responsibilities for ensuring children are kept safe at all times. Robust recruitment procedures are in place to ensure that practitioners are suitable to work with children. Daily checks ensure the environment is safe and suitable for children and detailed risk assessments are in place. Seven members of staff hold a current first aid certificate, which means that they can give appropriate treatment if there is an accident to a child in the nursery's care.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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>	EY398418
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	924499
<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>	30
<b>Number of children on roll</b>	100
<b>Name of provider</b>	Lisa Jayne West
<b>Date of previous inspection</b>	25/01/2010
<b>Telephone number</b>	07788984043

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

