

All Nation Nursery

Barton & Tredworth Community Trust, The Trust Centre, Conduit Street, GLOUCESTER, GL1 4XH

Inspection date

Previous inspection date

15/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff provide a stimulating environment that ensures children enjoy learning and make good progress.
- Staff have established good relationships with parents ensuring they are kept well informed about children's progress.
- There are good policies and procedures in place which help to support the well being and safety of children.
- Staff provide well for the needs of children for whom English is not their home language, to enable them to make good progress in developing communication skills.

It is not yet outstanding because

- Recording the stages of development in children's learning records is not fully developed to help staff to monitor children's progress fully.
- Children are not encouraged to take on responsibilities at snack time in order to assist in their personal 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 spoke to parents and took account of their views.
- The inspector spoke to the children and staff.
- The inspector viewed a sample of the nursery's documentation.
- The inspector held discussions with the manager and deputy manager.
- The inspector made a number of observations of activities, including undertaking a joint observation of an activity with the manager.

Inspector

Edgar Hastings

Full Report

Information about the setting

The All Nation Nursery registered in 2013 and is managed by a limited company. It operates in the ground floor of the Trust Centre in Gloucester City Centre. There are two main playrooms with side rooms, toilets and two kitchens. Children have access to two enclosed outdoor play areas, including an all-weather surface and a garden. The nursery offers sessional care and operates each weekday all year round except for bank holidays, from 8.45am to 11.45am and from 12 noon to 3pm. This provision is registered on the Early Years Register. Currently, there are five staff, including the registered person/manager, employed to work directly with children. Of these two hold National Vocational Qualifications (NVQ) at level 3, two hold NVQs at level 2, and one is working towards an NVQ qualification at level 2. The nursery receives funding for the provision of free early education for two- three- and four-year-old children. The nursery supports children for whom English is not their home language. There are currently 24 children on roll.

What the setting needs to do to improve further

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

- improve the monitoring of children's progress by, for example, promoting a more consistent approach to recording the stages of development in children's learning records
- encourage children's further independence, for example, by allowing children to take some responsibility in helping at snack time.

Inspection judgements

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

The nursery provides a welcoming environment for parents and children. At the start of the day parents have the opportunity to share information about their children with staff, and stay to help settle their children when they first start. Children enjoy attending because they are provided with a good range of activities from which they can make choices. Staff provide well for children's individual needs and interests, and this helps them to make progress towards the early learning goals. They are all making good progress given their starting points. There is an appropriate balance between those activities children select for themselves and those led by an adult, to provide a balance of experiences across the areas of learning. The majority of children moving to school after

the end of term are reaching the levels of progress generally expected for their age group to ensure they are prepared for the next stage of their learning. Staff with bi-lingual skills support children who enter the nursery without any English well. They use a variety of resources specifically designed by the nursery to meet children's particular needs. The support they receive is meeting their needs well and their development of spoken English is growing.

Start of the day activities provide a welcoming experience where all children join together in singing, taking turns to count, and joining in physical activity. Counting skills develop well and many children show the ability to count confidently to ten and beyond. Children show good handling skills as they use simple tools to produce colourful creative work. Children show keen interest and concentrate well during these activities. Children enjoy relationships with staff who regularly join in with their play encouraging them to use their imagination and develop ideas. Well prepared activities and materials effectively support children's learning and development.

Staff organise the spacious nursery well. They use resources effectively to set up activities to support the areas of learning in an attractive way. Opportunities for creative activities are readily available and as are opportunities for children to practise and develop early writing skills. Children have free access to the outdoor area where they are encouraged to be active, and enjoy running, balancing and climbing. Visits to places of interest linked to planned themes provide enjoyable first-hand experiences, where for example, children enjoy a train ride and a visit a farm park to see animals. Children's understanding of other cultures is developed through activities linked to festivals including Easter and Eid, and supported by a visit to a mosque and other places of interest.

Staff make regular observations of children as they play and engage in activities to see what progress children are making. Photographs are used effectively to capture those moments of achievement. The records are readily accessible to parents and children to view regularly.

The nursery has developed strong links with parents, and key persons keep them well informed about children's development and progress. Parents speak highly of the how successfully children settle in when they start at the nursery, and the supportive nature of the staff. Parents share information with the nursery when children first start so that the nursery can identify their starting points, and cater for their individual needs.

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

The nursery provides a welcoming and secure environment where all children receive a good level of care in order to meet their individual needs. Strong relationships with their key person help children to feel safe and assists in their confidence and overall personal and social development. Children enjoy activities that enable them to engage in play and talk with adults, and with other children. Children learn to take turns and to listen to each other particularly during the start of day activities. In small groups they share the equipment and materials. Behaviour is good because the staff promote positive behaviour

through providing rewards to children for following the rules and for being helpful. Children understand how to play safely because staff regularly remind them about safe behaviour during their play.

Children are encouraged to do things for themselves and to develop some independence. After messy activities children wash and dry their hands, and they put on their shoes when going into the outdoor area. At snack time they pour their drinks, but are not encouraged to take responsibility for helping, such as serving food or giving out the cups and plates.

Children with particular needs receive a good level of care, and regular information is shared with parents on their welfare. The nursery promotes a healthy lifestyle through providing a balanced and healthy diet at snack time, with regular activities that encourage children to be active during the session. In hot weather the nursery's policy on protection from the sun is shared and supported by parents.

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

The nursery has recently opened and the manager has used her previous experience of working in nurseries to ensure that the requirements of the Early Years Foundation Stage are met. All staff are trained in child protection and know the procedures to follow in the event of concerns being raised. There is a clear procedure for the use of mobile phones and cameras, and risk assessments are carried out regularly including for outings. A safe environment is provided to ensure the safety and well being of children. This includes the use of electronically controlled entrances, and closed circuit television cameras, as security measures.

There are clear procedures for the appointment of staff and these include criminal record checks. An appropriate number of staff are trained in paediatric first aid and safe food handling, with further training scheduled for other members staff. An appraisal system for the development of staff is being established, and any training needs are identified in discussion with members of staff. The content of any recently attended training courses is shared with other staff. Topic plans are carefully chosen to take account of the needs and interests of the children supported by a range of trips and outings. Planning is regularly evaluated to identify the next steps for children's learning. Procedures are in place to record the progress children make over time and this information is used to inform parents and schools to which children will be transferring in September. However, children's learning records are still developing and do not always record the stages of development children have reached in the areas of learning. This limits the effectiveness of monitoring children's progress.

The nursery team have evaluated progress so far and identified priorities for further development to improve the quality of its provision. These include plans to open for full day care in September, and to improve the use of the outdoor area through provision of a canopy. The garden area is to be developed to enable children to explore the natural environment and plant and grow vegetables. These plans appear to be well-targeted.

Parents are kept well informed through day to day exchange of information, and newsletters that outline the themes that are being planned. Parents say staff are always on hand to talk to them and parents' ideas and suggestions are sought about trips and ideas they would like to see the nursery engage in with children. One parent said, 'I am more than happy. It's just what my child needed.' Parents are pleased with the progress their children are making and appreciate the professional help and guidance they receive about child management. Links have been established with the local primary school and visits have been undertaken to help prepare children for the time when they move on to school. The nursery has not yet established partnerships with local support agencies, but are aware of who to contact should the need arise.

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

Unique reference number	EY456921
Local authority	Gloucestershire
Inspection number	901402
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	45
Number of children on roll	24
Name of provider	All Nations Associates Ltd
Date of previous inspection	not applicable
Telephone number	01452 387542

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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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