

The Column Nursery

Bell Lane, SHREWSBURY, SY2 5EN

Inspection date

Previous inspection date

02/09/2013

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

- Children are happy and enjoy attending this small warm, and welcoming setting. They benefit from their early years experience and make good progress in their learning and development.
- Children are protected from harm as all staff are vigilant and ensure that the environment is always safe and secure.
- A good partnership exists between staff and parents and carers, and they are kept informed about their children's achievements through regular discussion and progress meetings.
- Staff are confident in extending children's vocabulary and critical thinking. As a result, children's language development is given high priority.

It is not yet outstanding because

- There is scope to improve the stimulating outdoor learning environment to fully incorporate all areas of learning and development. For example, to include opportunities to promote children's skills in expressive arts and design, and mathematics.

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 children's activities indoors and outdoors.
- The inspector talked to children and staff at appropriate times during the inspection.
- The inspector looked at children's learning profiles, records and information.
- The inspector conducted a joint observation of children's activity with the deputy manager.
- The inspector looked at evidence of the suitability of all staff and the nursery's self-evaluation form.

Inspector

Lesley Bott

Full Report

Information about the setting

The Column Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in premises close to the centre of Shrewsbury. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including one with Early Years Professional Status and one who has Qualified Teacher 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 38 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the outdoor learning environment even further to allow children to take part in play to promote their skills in mathematics and expressive art and design.

Inspection judgements

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

Staff know all the children very well, as they obtain information from parents and carers about their needs, abilities and interests prior to them starting. Consequently, all children make good progress in their learning and development from their individual starting points due to effective teaching. Staff observe children regularly throughout the sessions and identify their next steps in learning. This information is used effectively to plan a range of stimulating and challenging experiences, which promote children's learning in all areas. As a result, children take part in a rich variety of experiences and activities that cover the seven areas of learning. This ensures that they are well supported for school as staff have a strong understanding of how children learn. Parents and carers are encouraged to be involved in their child's learning at home with daily informal discussions with key persons who share information. Staff have implemented the 'progress check at age two' and successfully identify the achievements and learning priorities for this group of children.

Parents have the opportunity to be fully involved in their child's learning and are encouraged to add their comments and views with regards to learning. Children with special educational needs and/or disabilities receive very good levels of support from their key persons, who are knowledgeable about their background and circumstances. This ensures that all children can take a full and active part in all aspects of the nursery. For example, staff are trained in 'Makaton' signing, to support children in a variety of communication strategies.

Staff are skilful in promoting children's critical thinking and communication skills. They give children opportunity and time to initiate conversations and talk in small groups. For example, at circle time children identify the day, date and month. Staff extend this further as they ask the children to recall the days of the week and the months of the year. This helps support children to develop their understanding and concept of numbers.

Children become highly involved and enthusiastic in their play. For example, children collect sticks from outside to use these for stick painting. Staff skilfully talk to the children about their paintings, introducing words like 'thin, thick and small and large' for the sticks. One child explains that he is painting the fireworks that he saw recently. Staff ask the children open ended questions like, what colour do you think we will make if we mix the white and red together? Staff encourage the children to take the lead as they allow them to mix the colours themselves, using the different shaped sticks.

Staff teach children about the local environment as they go on walks and explore, which promotes their understanding of the natural world well. Children dance and sing with great pleasure and enthusiasm to music and engage in pretend play, which helps to foster their imagination and creativity.

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

A strong key person system ensures that all children are supported well and develop trusting relationships and strong attachments with staff. For example, children and parents are greeted at the door and the key worker will spend time with the child and parent exchanging information. They also help the child to separate from the parent happily with reassurance. Many children like to wave through the windows as parents leave as part of their routine. This helps to support them in the transition between home and nursery.

The nursery has established strong links with the school that most children move on to. The reception teacher visits the nursery to join in with activities and spends time exchanging key information with staff. This supports those children in their transition to school.

Children are effectively supported to develop positive attitudes towards a healthy lifestyle. For example, they display high levels of enjoyment as they take part in music and movement, and weekly yoga sessions. In addition, children enjoy sociable meal times where they are provided with freshly cooked nutritious meals and healthy snacks. The

outside area allows children opportunity to play, explore and enjoy fresh air and exercise. However, staff have yet to fully embrace mathematics and expressive arts and design outdoors to further promote children's very good learning and development and to enhance all their experiences.

Children are effectively supported to know how to keep themselves safe because staff use daily routines to support their understanding. For example, as children put toys away at tidy-up time staff remind them about carrying equipment safely. Children's behaviour is good and staff help children to negotiate and cooperate with each other. For example, they learn to share and take turns as they identify objects around the nursery that are blue, which is the colour of the week.

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

Arrangements for safeguarding children within the setting are good. Comprehensive and detailed safeguarding policies, procedures and practices are strong and fully understood by the staff team. This ensures that children remain safe. For example, required adult-to child ratios are consistently met and children are only released into the care of authorised individuals. Risk assessments are reviewed regularly and ensure any potential hazards to children are minimised. Policy information regarding the use of mobile telephones in the nursery is clearly reinforced. This helps to monitor and reinforce children's safety. Effective recruitment and induction procedures are in place, and all staff have undergone the necessary checks to make sure that they are suitable to work with children.

The provider demonstrates a thorough understanding of her responsibility to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. All required documentation is in place and maintained well and the nursery is safe and secure. Staff are knowledgeable in the learning and development requirements and this enables them to fully support children in making good progress in their learning. Clear records are maintained and observations are linked to the next steps in their learning. This assessment and monitoring fully supports children's progress.

Staff are fully committed to supporting a good relationship with parents. They share information with them daily and involve them fully in their child's learning. Information regarding the nursery's policies and procedures and activities offered are shared with parents in a variety of ways. This includes daily diaries, discussions and using the nursery's social networking site. Information is shared with other providers on a regular basis, which enables all people involved with the child to note their interests, needs and development, and effectively promotes continuity of care and learning. The nursery has established strong relationships with other professionals, such as the reception class teacher at the local school. As a result, children develop confidence and are well prepared for moving on to the next stage in their learning.

The manager of the nursery sets high aspirations for quality and of her staff. She conducts annual appraisals and uses regular staff meetings to discuss planning and any practice

issues. Professional development is actively encouraged and staff have attended a wide variety of training courses. For example, the majority of staff have undertaken food safety, safeguarding and first-aid training. As a result, staff are better informed to promote children's welfare and safety. Reflective practice is ongoing at all levels and used effectively to improve practice. For example, the self-evaluation process includes the views of the staff, parents and the children.

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

Unique reference number	EY461713
Local authority	Shropshire
Inspection number	911292
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	38
Name of provider	Vanessa Doran
Date of previous inspection	not applicable
Telephone number	01743 354779

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

