

The Close Nursery School

14 Prospect Road, BANBURY, Oxfordshire, OX16 5HH

Inspection date

12/09/2013

Previous inspection date

18/06/2013

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Staff promote children's learning and development very successfully. This is because activities are planned to meet their particular needs and interests, and children are involved in the planning process.
- Staff make very careful observations to assess how well children are developing. Staff track children's progress meticulously to ensure there are no gaps in their learning.
- Staff know their children well and have developed strong trusting relationships with them. Staff very successfully ensure that children's welfare needs are met in a very safe, caring and stimulating environment.
- Children are prepared very well for transition to school. This is because of the very good progress they make, and because of the strong partnerships developed with parents and other professionals. This contributes significantly to children's overall development and 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.

Inspection activities

- The inspector held a number of conversations with children and staff, and had discussions with the manager and owner of the nursery
- The inspector made a number of observations of activities including undertaking a joint observation of an activity with the nursery manager.
- The inspector reviewed a sample of the nursery's documentation, including children's development records and systems for tracking their progress.
- The inspector held discussions with a number of parents and took account of their views.

Inspector

Edgar Hastings

Full Report

Information about the setting

The Close Nursery School opened 56 years ago. In 2012 it re-registered as a limited company. The nursery is situated on the owner's premises on a residential road, close to the centre of Banbury. It operates from three interlinking rooms in a purpose-built building. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register. It is open Monday to Friday from 8.30am to 5.30pm for 50 weeks of the year. There are currently 60 children on roll and the setting is in receipt of funding for the provision of free early years education. Children attend from the local community and surrounding areas. The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The nursery employs 10 staff. Of these, 9 hold appropriate early years qualifications. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- extend the use of the new garden area to provide children with further opportunities to explore in all areas of learning.

Inspection judgements

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

The nursery very effectively promotes a child centred approach, which means that children are at the heart of everything and that their interests and needs are of prime importance. The educational programmes provide a range of exciting and enjoyable activities to stimulate learning, and are closely matched to children's interests. This ensures that children are motivated and encouraged to want learn and to know more. Special planning sessions are held and children contribute their ideas to special topics and themes. Staff, who have an excellent knowledge of the Early Years Foundation Stage framework, provide a stimulating range of opportunities for learning. Consequently, children are very excited about topics such as 'dinosaurs' and 'pirates' and this motivates them well in their learning and ensures they progress well. Teaching takes account of children's different interests and abilities and this ensures all children's individual needs are met. They make good progress from their starting points. Staff observe children carefully during activities and keep detailed records of their achievements and progress. The excellent systems for tracking their progress across all areas of learning are exceptionally effective and identify clearly what children need to learn next and any gaps there may be in their learning. Outside agencies and other professionals provide effective support for children with

special educational needs and/or disabilities, and enable staff to provide continuing support to meet their particular needs. Staff liaise closely with parents of children who do not speak English as their first language when they first start, and use a ranges of strategies as well as some key vocabulary in the home language. Over time due to the high quality support provided for children, they are very successful in their learning and make good progress across all areas of learning.

On arrival, children enter confidently and are greeted warmly by staff. Children are happy to leave their parents and go off enthusiastically to choose an activity set out ready for them. The nursery is very well equipped and children are free to choose from the wide range of resources that are accessible to them, or select some from a series of photographs in a folder. The environment is bright and colourful and celebrates the achievements of children through 'WOW' experiences recorded by staff or parents. These positive displays of children's 'I can ?..' achievements have a positive effect on the self-esteem and confidence of children.

Pre-school children enjoy the opportunities to explore the book corner, and sit and share books with their friends. They point excitedly to pictures of animals and pirate ships, and talk with confidence to visitors, and ask questions about unfamiliar aspects. Children enjoy the opportunities to visit the outdoor area, and explore the sand with interest, where staff talk to them about how the texture has changed following the rain. Children enjoy filling different shaped containers with a range of utensils and respond to questions to check their understanding and knowledge of the various shapes. Staff allow children to explore the environment independently and make timely interventions to help children develop their ideas or to improve their understanding. The nursery has developed a garden area in which children have opportunities to explore the natural environment. It is not being used to its full potential to provide children with learning opportunities across all areas.

Young children and babies have developed strong bonds with their key persons, and are confident, and settled in their secure environment. Staff encourage children's engagement in handling and exploring the colourful range of toys and artefacts. They engage the children in conversation, sing nursery rhymes, and talk to stimulate their interest and language development. When in the outdoor classroom, pre-school children enjoy drawing and creating patterns using a variety of coloured pens. This contributes to their development of small muscle control and early writing skills. Two to three year old children listen to stories with clear enjoyment and interest because staff tell the stories with expression. Children keenly accompany nursery rhymes using percussion instruments to beat the rhythm. They follow instructions at the same time to raise their instruments 'high' or 'low'. This helps children develop good co-ordination and to follow instructions. Children are highly engaged in their play and motivated to try new experiences, which prepares them well for the next stage in their learning.

The nursery has developed an excellent relationship with parents through involving them in their children's learning, and through the sharing of information about their development. Parents are kept well informed about the experiences their children have had through weekly information sharing. Children's achievements at home are valued and celebrated in the nursery, and termly open evenings provide parents with up to date progress reports. An annual information evening helps parents support their children

further by developing an understanding of the work of the nursery through an explanation of the Statutory Framework for the Early Years Foundation Stage.

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

Children form secure emotional attachments with key persons because staff are highly skilled and ensure children settle quickly. This means they develop high levels of independence through exploring the nursery environment. Information shared by parents ensures children's individual needs are known and enables them to be accommodated smoothly into the nursery routines from the start. Regular sharing of information helps children settle quickly and contributes to their strong sense of security.

The highly welcoming atmosphere promotes an ethos of children being at the heart of the nursery's endeavours. Children's efforts are rewarded with praise and recognition in an extremely positive way. Display boards celebrate their achievements and are shared with other children and parents. This has a very positive effect upon children's confidence, and boosts their self-esteem. Children enjoy activities and are happy in their play. Children learn to play cooperatively, and through the 'Helping Hands' programme they learn to display positive attitudes towards each other. Behaviour is very good and staff use merit stickers to reinforce positive attitudes and conduct. Children learn to share equipment and resources and to take turns with others. Resources are accessible to children and this ensures they are able to make choices for themselves according to their own particular interests, and to explore their environment. Children relate very positively to staff, who engage them in conversation to extend and develop their use of language and ideas for play. Children develop good independence through being encouraged to have a go at doing things for themselves. At snack time they are encouraged to spread their own toast with butter and jam and to pour their own drinks, and this encourages their development of self-confidence. Older children are able to attend to their own toileting needs, and use the bathroom when they need to use it.

Children successfully develop an understanding of the importance of healthy lifestyle through physical activity, which they enjoy in the outdoor area. They have opportunities to run and climb, to pedal tricycles and to use push-along toys that all help with their big muscle development. A strong emphasis is placed upon healthy eating at snack time, and parents are given information on support for this policy in providing healthy lunch boxes for their children. Children learn about the 'Healthy Heart' and this supports their understanding of how to keep healthy through being active. Staff provide a high level of care through some excellent hygiene practices, which minimises any risk of infection. Staff keep the premises safe through regular safety checks and supervise children well at all times, especially when they are on the climbing equipment. Children understand how to follow the evacuation procedure should an emergency arise. Children often learn about personal safety as staff discuss this with them at various times during activities. For example, during a cutting activity staff make sure the children know how to use scissors safely. When a child talks about riding their bicycle at home, the discussion is extended by the member of staff and they talk about what the children need to be safe when using their bicycle.

The nursery uses the detailed information it gathers about children's progress and shares it with other settings and schools. This supports the excellent transitional arrangements it has in place, and children are prepared very well for the time of their move.

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

The safety and well-being of children is given high priority in the nursery through its well developed and thorough procedures, including notifying Ofsted of changes and significant events as required. Staff have all received safeguarding training and have an excellent knowledge of how to keep children safe. Staff demonstrate a very strong awareness of child protection, and have a clear understanding of the steps to follow in the events of identifying concerns. Detailed risk assessments are completed to ensure the premises are safe for children, and on any outings or visits, the nursery may undertake. All staff are first aid trained and this means children are well supported in the event of an accident occurring. Accidents are reported thoroughly to parents and the causes looked into in detail in order to ensure there are no risks to children's well-being. Children are well supervised and adult to child ratios are adhered to at all times. Rigorous vetting and recruitment procedures are in place to check the suitability of new staff, and thorough training given on appointment to ensure they are clear about their responsibilities. A clear and strict policy on the use of mobile phones and cameras is in place. This ensures that all staff are meeting the safety needs of children continuously.

Leadership is inspirational in its pursuit of excellence. The excellent knowledge of the manager is regularly shared with staff in order to provide the very best experiences to meet the individual needs of all children. New initiatives are used very effectively to foster the development of the whole child and to ensure all the activities are focused children's individual needs. Staff engage in regular meetings to plan and summarise children's progress against all areas of learning. Children's progress is tracked very effectively to identify their next steps in learning. Staff complete annual appraisals to identify their effectiveness, to look for any areas for development in knowledge and skills, and to identify paths for career development and training. Staff regularly reflect on their own practice and are confident to share any success with their colleagues. Staff work exceptionally well as a team and show great flexibility and cooperation with one another, so that they work as a cohesive unit to support the children's learning and development. Self-evaluation is used very effectively to examine current practice and to identify ways for making further improvements by all staff. Staff contribute their ideas and discuss these at staff meetings. The views of parents are greatly valued, and are sought through questionnaires and discussions on the running of the nursery and suggestions for improvement.

Children with special educational needs receive high quality support. This is because of the staff's strong and trusting relationship with parents, and the partnership the nursery has established with other professionals including speech and language therapists and health visitors. Their influence has impacted strongly on children's progress through the sharing

of information to support their learning and development.

Parents speak highly of the nursery because they acknowledge the excellent care taken of their children, and the help they receive in supporting them. Children love attending and often say they would like stay longer if they could because they enjoy themselves so much. One parent summed it up by saying, 'It's absolutely brilliant!'

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	EY457300
Local authority	Oxfordshire
Inspection number	931510
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	60
Name of provider	The Close Nursery School Ltd
Date of previous inspection	18/06/2013
Telephone number	01295 256726

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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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