

# Old Sarum Nursery

Old Sarum Primary School, Pheasant Drive, Old Sarum, Salisbury, Wiltshire, SP4 6GH

<b>Inspection date</b>	18/09/2013
Previous inspection date	18/07/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are building secure relationships with adults and others. Staff offer individual attention and reassurance, which helps children feel settled and secure.
- Regular use of the outdoor play areas promote children's physical development well and provides them with plenty of fresh air and exercise.
- Effective partnerships established with parents keep them well-informed about their children's care and well-being.

### It is not yet good because

- Staff are not do always monitor safety issues effectively during the session, to ensure that all risks to children are minimised.
- Play activities and experiences are not always organised to take account of children's differing needs, such as in group activities. This means that at times, some children lose interest
- Staff do not always make the most of using number and counting in everyday routines and activities, which reduces children's understanding of 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.

## Inspection activities

- The inspector observed children's play and staff interaction, both indoors and outside.
- The inspector completed a joint observation with the manager.
- The inspector looked at documentation including a sample of children's records and staff suitability records.
- The inspector talked with staff and parents.
- The inspector discussed the systems used to review and evaluate the nursery.

## Inspector

Dinah Round

## Full Report

### Information about the setting

Old Sarum Nursery opened in 2012 and is managed by a charitable trust and registered company. It operates from dedicated rooms within Old Sarum Primary School, in Wiltshire. Children have access to an enclosed outdoor play area. The nursery opens each weekday, term time only, from 9am until 3pm. The nursery is registered by Ofsted on the Early Years Register. There are currently 48 children on roll. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery employs nine members of staff. The manager holds a BA (Hons) degree in childcare and education at level 6. Five members of staff have qualifications to at least level 3, with another 2 members of staff working towards a qualification at level 3.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve staff understanding of assessing risks to children's safety to make sure that all risks are effectively removed or minimised
- consider the individual needs and stage of development of each child and use this information to plan play experiences to tailor the help children move onto the next step in their learning

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

- increase use of mathematical language through the play activities and everyday routines.

## Inspection judgements

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

The majority of children enjoy coming to nursery. Some children have only just started and staff are readily on-hand to offer cuddles and reassurance to help them settle and feel secure. Staff liaise closely with parents, completing home visits prior to children starting, enabling them to support children's individual needs from the start. Staff have a clear understanding of the learning and development requirements. They plan a variety of play activities and experiences that generally keep children occupied. As a result, children are making satisfactory progress in their learning and development in relation to their starting

points. Appropriate systems of observation and assessment and the use of individual learning journeys help staff to monitor children's progress. Staff know children well, and overall, they use the information to help them support children's learning and development. However, there are a large proportion of two-year-old children attending and staff do not adapt all activities effectively to take account of each child's level of understanding. For example, a planned group activity does not engage all the children; as a result, some children soon lose interest and begin to wander off. This is distracting and limits some learning opportunities for all children.

Children show growing independence as they learn to do things for themselves, such as pouring their own drinks at snack time. Staff offer suitable support for the new and less confident children throughout the routines and activities. Children can freely access books, both indoors and outdoors, and they enjoy sitting quietly with a member of staff to listen to a story. Staff join in the play activities, talking with children to help develop their communication and language skills appropriately. Children have great fun playing and exploring the outdoor environment. They show care and control as they balance and climb on the planks, tyres and crates, proudly telling others, 'look at me I can balance'. This helps to promote their physical development. Staff stay close-by offering encouragement and a supporting hand when required. However, they do not make the most of opportunities to incorporate mathematical language, counting and number during the activity to extend children's learning.

Children have access to a wide range of materials and textures. They experiment making marks with the paint and investigate the feel of sand, soil and water. This encourages children to use their senses to explore and investigate different textures. Children join in planned adult-led activities, such as making faces. They select their chosen eyes, ears and a mouth from pre-cut pictures, and then use the glue stick to create a picture of a face. Staff sit and chat with the children and allow the children to work at their own pace. Overall, children are beginning to learn the skills they require to support future learning.

Parents receive regular feedback about their child's care, learning and development. This is through daily informal discussions and viewing children's progress files at more formal meetings. Parents are encouraged to contribute children's 'wow' moments, to share the children's achievements at home. They are aware who their child's key person is and are happy with the systems used by staff to keep them informed about their child.

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

Children are building trusting relationships with staff and other children. Key staff have responsibility for particular children and liaise with parents to help new and less confident children to settle. Staff use appropriate behaviour management strategies to develop children's understanding of how to behave. They remind children to follow the 'golden rules' to have 'helpful hands', 'use indoor voices' and 'listening ears'. This helps children to begin to take some responsibility for their behaviour. At tidy up time, staff ring a bell and wiggle their fingers in the air to get children's attention, and generally children listen. Staff help during tidy up time to provide positive role models and many children quickly find a

job to do, co-operating well.

Staff understand their responsibilities under the safeguarding and welfare requirements to keep children safe. They carry out appropriate daily checks on all areas of the premises used by children, to help them identify and minimise risks. However, sometimes, staff fail to notice and address safety issues which occur during the session. For example, dried rice, which is being used in play, is regularly spilt on the floor, causing a slipping hazard. Staff do not take prompt action to clear this up to help prevent accidents occurring. Overall, staff maintain close supervision of children enabling the children to move around freely and safely in their play. For example, they talk with children to remind them to come down steps of the playhouse slowly, and explain about the importance of sitting on their chairs properly at snack time. Children take part in regular fire evacuation practices, both with the school and practises organised by the nursery staff. This helps raise their understanding of what to do in an emergency.

Children benefit from the well-resourced and welcoming environment. The effective use of free-flow, means that children can choose to either play indoors or outdoors. This means that children get regular fresh air and exercise and have fun. An extensive range of good quality resources are stored at child-height so are easily accessible. This allows children to make free choices about their play activities. Children are learning about the importance of keeping healthy. Staff and children sit together at lunchtime making it a social occasion, and staff use the opportunity to talk about eating healthily. Parents have the option for children to have hot meals cooked on the school premises or to provide packed lunches. Staff gain information about children's individual dietary and medical needs and attend specific training so they can support children's needs.

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

The provision is suitably organised, with records, policies and procedures in place to help support the running of the nursery. This includes clear recruitment and vetting procedures to check staff's suitability to work with children. If staff are employed prior to having checks completed, a clear procedure is followed to ensure these individuals are never left unsupervised with the children. A clear safeguarding policy is in place and all staff receive their own copy. Staff have completed safeguarding training so they have an understanding of child protection issues and can identify and escalate any concerns promptly. This helps them to support children's safety and welfare.

This inspection took place following a notification to Ofsted, by the nursery, which raised concerns about security and staff supervision. The nursery notified Ofsted of an incident of one occasion when a child was able to walk away from the play space and into a school classroom. This happened at the end of an outdoor play session in a specific area of the enclosed school playground. This meant that for a short time the child was missing from the nursery, though still on school premises. In view of this, senior staff held a meeting to ensure that all staff are clear of the necessary procedures when bringing children in after outdoor play. They reviewed their practices, and have now

ordered an additional fence to enable staff to enclose this particular part of the playground to prevent it happening again. Clear measures are now in place to make sure that the nursery premises are enclosed and secure. The required adult-child ratios are maintained, with staff deployed suitably to make sure all areas are supervised.

Staff have a clear understanding of the learning and development requirements. They use suitable observation and assessment systems to monitor children's achievements. This information feeds into the children's progress check for two-year-old children, which staff share with parents. There are several new staff members and they are developing as a team, working together to support children's developing needs appropriately. Staff's knowledge of their roles and responsibilities is still embedding. Suitable induction procedures, staff meetings and annual appraisals are used to cascade information to staff. A weekly rota is organised to detail specific tasks for staff during the sessions. Staff are encouraged to attend training to continue their professional development, such as monthly inset training days. The manager is clear on her role to monitor the educational programme and reviews children's progress folders to support staff and check these are updated. There are satisfactory systems in place to evaluate the nursery provision. Termly planning meetings involve all staff. This enables them to reflect on children's learning and discuss future activities. The manager links with external agencies for advice and support, to help focus on areas for development.

Parents receive appropriate information about the nursery. Staff work in partnership with parents to help provide children with any specific support needed. Staff have strong links with the school reception class and children regularly attend story time in the school. This helps prepare children for the move onto school and make the move from the nursery to the reception class an easier one.

## 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>	EY441669
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	936362
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Old Sarum Nursery
<b>Date of previous inspection</b>	18/07/2012
<b>Telephone number</b>	01722 332233

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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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