

Awsworth School House Day Nursery

The Lane, Awsworth, NOTTINGHAM, NG16 2QQ

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| Inspection date | 10/10/2013 |
| Previous inspection date | 05/05/2011 |

| The quality and standards of the early years provision | This inspection: | 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's language development is given high priority. Practitioners use effective techniques to ensure all children, including those with English as an additional language, are developing good language skills.
- Practitioners have a good understanding of how children learn through play and provide a wide range of fun and stimulating activities for them. Consequently, all children are making good progress in their learning and development.
- The setting has a highly motivated staff team because the owner and manager involve them thoroughly in all aspects of evaluation. This means there is a shared vision for continually improving outcomes for children.
- Children are prepared well for the next stage in their learning. This is because individual support is given to them to help them settle in, move rooms, and transfer to their next schools.

It is not yet outstanding because

- Practitioners sometimes interrupt toddler's concentration by completing care routines during activities.
- There is scope to introduce additional behaviour strategies to support children's already good understanding of the need to share and take turns.

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 during activities indoors and outdoors.
- The inspector carried out a joint observation with the area manager.
- The inspector spoke to children, parents and practitioners and held discussions with the owner and management.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, policies and procedures, children's assessment records and the improvement plan.

Inspector

Joanne Gray

Full Report

Information about the setting

The Awsworth School House Day Nursery was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted school in Awsworth, Nottinghamshire and there is an enclosed area available for outdoor play and learning. The nursery employs 16 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, two at level 5, one at level 4, nine at level 3 and two at level 2. The nursery director also holds Early Years Professional Status.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 6.30pm. Children attend for a variety of sessions. There are currently 85 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language. The nursery is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- review organisation of group times in the toddler room to ensure care routines do not impact on children's concentration and motivation
- support children's already good behaviour by introducing strategies to help them learn to share and take turns on bikes and cars outside. For example, consider introducing timers so they understand when it is time to let another child have a turn.

Inspection judgements

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

Practitioners have a good understanding of the Early Years Foundation Stage and know that children learn best through play and first-hand experiences. They plan activities and experiences around children's interests, while taking into account their next steps in learning. For example, they use children's fascination with pirates to extend their imagination and language skills. Detailed observations, assessments and the 'progress check at age two' are all completed well. These demonstrate that children are making good progress towards the early learning goals and are developing a good range of skills

in readiness for school. Parents are provided with regular assessments of their children's learning and development and practitioners share practical ideas to help them extend their child's learning at home. For instance, they borrow literacy games, such as 'Alphabet Soup' and enjoy sharing photographs of their children having fun finding objects starting with the same letter sounds.

Children make decisions for themselves and are becoming independent learners because they self-select from a range of easily accessible toys and resources. This also means that children have time to become deeply involved in activities, which encourages them to persist at their learning. However, children's concentration and engagement in adult-led activities is sometimes interrupted by routines. For example, as children listen to a story in the toddler room practitioners carry out the nappy changing routine and some of the younger children lose interest. Children with English as an additional language have confidence to learn English because they have their home languages valued in the setting. For example, practitioners have learnt some key words in the children's home language. Children develop literacy skills because practitioners point to the text as they read stories to them. Practitioners also tell stories children have heard before and pause so children enjoy shouting out the next word.

Children are developing an understanding of the natural world because they spend time in a 'nature area' in the garden, where they are developing a vegetable patch. When children find a slug practitioners study it with them and encourage them to talk about what they can see. Practitioners suggest the children should put the slug somewhere safe when they have finished looking at it and the children think that a leaf will be the safest place. When children find another slug, they remember what they did before and take it to 'see its friend on the leaf'. These positive interactions are further developing children's understanding of the natural world. Practitioners and children's parents have made 'picture postcards' which have photographs of the children and their families enjoying special occasions and holidays. The children enjoy looking at them with practitioners and learning about the similarities between themselves and others. Children have free access to touch screen computers in both the toddler and pre-school rooms so they are learning to use technology.

Practitioners are good at following children's lead in their learning and this means they are motivated to learn. For example, when a child wants another eye patch to dress up as a pirate practitioners suggest they make their own. They develop a range of skills as they use a variety of tools and discuss what they will need to make the eye patch. Practitioners support children's learning and readiness for school because they continually ask open-ended questions, which encourage them to have their own ideas. For example, they ask 'What could we use?', 'What else do we need?' and 'How can we fix it together?' Children begin to think ahead and solve problems as they find a hole punch, saying to the practitioners 'so we can put a hole in it' to thread the ribbon through. Practitioners also extend children's mathematical development as they ask them to estimate where the middle of the ribbon is before they cut it.

Babies enjoy opportunities for 'messy' play where they become thoroughly engaged in the water, paint and flour provided. They delight in mixing the different materials together and use all their senses to investigate and explore. Practitioners skilfully engage with them

and extend their language development by repeating words back to them and giving them time to respond. They are also good at knowing when to leave babies to explore on their own and because of this babies remain focused for extended periods. Children show they have vivid imaginations as they pretend to be pirates and play in the large ship they have made with old cardboard boxes. They enjoy dressing up as 'princess pirates' and reading the treasure maps, shouting 'x marks the spot'.

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

Practitioners take time to get to know their key children before they start at the nursery and begin to form strong attachments with them. They find out about children's preferences and needs from their parents, which makes the transition between home and nursery run smoothly. Practitioners greet children warmly when they arrive at nursery and they settle well and play happily, showing they feel secure in the nursery. Children are well-prepared for moving rooms in the nursery because they have lots of visits before they move to the next one. They are also supported for their move to school because their teachers are invited to spend time with them in the nursery. In addition, practitioners visit all the schools children will move to and make photograph albums for them to share in nursery. This means teachers gain a valuable insight into children's needs and personalities and helps to reassure the children about the next stage in their learning.

Children's behaviour is generally good and they play well together because practitioners have consistent boundaries in place and give specific, positive praise when appropriate. For example, when children give toys to their friends, practitioners tell them 'Well-done for sharing'. However, time restrictions on outside toys are difficult for toddlers to understand, and this means they sometimes find it difficult to share. Children are developing an understanding of how to keep themselves and others safe because practitioners ask them to be careful with toys and equipment. For instance, when a child is playing with a large cardboard tube he is reminded 'Be careful not to lift it too high because you don't want to hurt your friends'. Practitioners allow children to take manageable risks in their play. For example, they let toddlers try and climb the steps to the slide before going over to help them.

Children are learning to be active and understand the benefits of physical activity because they have access to a large outdoor area with plenty of room to run around. They practise their physical skills as they enjoy running up and down the slope and climbing on the tyres. The large canopy and a supply of waterproof suits mean that children enjoy the benefits of fresh air and exercise whatever the weather. Children are provided with healthy meals and snacks, freshly prepared by the nursery cook. Therefore, they are learning about the importance of a healthy diet. Children's independence is fostered well because they are given time to do things for themselves, for example, putting on their coats before going outside. They also serve their own meals and clear away their plates when they have finished. Toddlers confidently take tissues, wipe their noses and put used ones in the rubbish bin without any support from practitioners. A photographic hand washing routine displayed in the bathroom also supports children's independence.

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

Children are all well safeguarded in the nursery because all practitioners have a good understanding of the nursery's safeguarding procedures and have all carried out appropriate child protection training. Good recruitment and induction procedures mean everyone in the nursery is suitable to work with children and understands their role as soon as they start. Children's safety is given high priority and staff carry out daily checks on the environment. The nursery has a CCTV system in place and the entrance is carefully monitored so only authorised people can enter the building. In addition, visitors are asked to fill in the visitor's book when they arrive and are reminded not to use their mobile telephone while in the nursery.

All practitioners have regular supervisions and appraisals and are constantly extending their development by attending a wide range of training courses. The manager also observes practitioners, and identifies any support or training to improve their performance and meet the needs of the children. Practitioners have a secure knowledge of how children learn so they plan challenging and stimulating experiences for their key children. They complete development reviews for each child every term, which are shared with parents. The manager then collates the information from these reviews and uses it to make sure there are no gaps in particular areas of learning. She uses effective tools to support her assessments, such as the 'Every Child A Talker' monitoring form for language development.

There is a whole team approach to improving the nursery and everyone is encouraged to reflect on their practice and identify ways to continually improve the provision for children. Practitioners have regular team meetings and each room has their own three point action plan for improvement. Parents and children are also consulted for their ideas and the owner has developed her business with their needs placed firmly at the centre. Partnerships with parents are strong, they say they feel welcome in the nursery and that practitioners are friendly and keep them well informed. They are provided with a wealth of information about the nursery on the parent's noticeboard. The manager works well with other providers that children attend to ensure continuity in their learning. For example, they use daily communication books to share information and regularly exchange children's development reviews. Currently, the nursery does not support any children with special educational needs and/or disabilities but they fully understand the importance of linking with other professional to meet children's needs.

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

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| Unique reference number | EY357100 |
| Local authority | Nottinghamshire |
| Inspection number | 917585 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 68 |
| Number of children on roll | 85 |
| Name of provider | Shaheen Firdos Khan |
| Date of previous inspection | 05/05/2011 |
| Telephone number | 01159 444 114 |

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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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