

Old School Day Nursery

Fernbank Road, NORTH ASCOT, Berkshire, SL5 8LA

Inspection date	15/10/2013
Previous inspection date	19/11/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 freely access a wide range of toys and materials to extend their choice and help them extend their learning indoors and outside.
- Children benefit from the positive involvement in their play from staff that are well supported by the management team, including early years consultants and the management staff from the provider's other setting. This shows a strong commitment to improving the care and learning for every child.
- Children have plenty of opportunity to use the appealing outdoor play space and equipment. They have very valuable opportunities to learn control of their bodies through the gym and ballet lessons given by specialist teachers. This positively contributes to their good health and well-being.
- A well-established key person system is in place, which enables children to feel safe, secure and form appropriate attachments.

It is not yet outstanding because

- Opportunities and resources for children to hear their home language in their play and learning are fewer than that of the other languages introduced to them. This means that, sometimes, their home languages are not as highly valued as possible.
- On occasions, a few younger children are less well engaged during lunch and sleep time routines because these are not so well suited to their individual needs.

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 activities in the playrooms, the outside learning environment and talked with the staff and children.
- The inspector held discussions with the management team including the manager, the manager of the partner setting and the nominated person for the provision.
- The inspector looked at a sample of children's assessment records and a range of other documentation.
- The inspector and manager undertook a joint observation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Sheila Harrison

Full Report

Information about the setting

Old School Nursery and Out of School Club is one of two settings owned by a private provider. The nursery registered in 1991 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from part of a converted Victorian school building in North Ascot. There is a fully enclosed area available for outdoor play.

The nursery employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level three and above, including one with Early Years Professional Status and one with a foundation degree in early years.

The nursery opens Monday to Friday all year round except for one week at Christmas. Sessions are from 8am until 6pm. The nursery also has a breakfast club from 8am until 9am, an afterschool club operating from 3pm to 6pm and a holiday club from 8am to 6pm. Children attend for a variety of sessions. There are currently 45 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- provide further opportunities for children to hear their home language in their play and learning by providing resources to help children to see that their home languages are always highly valued

- review lunch and sleep time routines to enhance young children's experiences for calm and restful periods.

Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage and have a secure understanding of how young children learn. Staff ensure that all the areas of learning are effectively introduced to provide challenging experiences that meet the needs of all the children. Plans for activities revolve around the themes of 'the countries of the world'. Staff are enthusiastic and highly motivated to ensure that the adult-directed activities, linked to the theme, are stimulating and excite children's interests. This results in children

being eager to learn and they become fully involved in activities. Staff use suitable small models of the animals native to Africa and number and picture cards to help children say number names in order, match the numbers and to count objects. Children count and say the numbers and names of the animals in Swahili, as well as English, inspiring children to learn about the world around them. Management have increased the number of resources to enable children to discuss the similarities and differences in themselves and others. Children acknowledge the festivals important to them and their friends. They enjoy their Spanish lessons. Staff ask parents to provide a few words of the home language to help children settle and begin to make their needs known to staff. However, there is less emphasis on children, including the bi-lingual children, hearing their own home language in their play. This means there are fewer opportunities for children to see that their home language is always highly valued.

The key person plans suitably challenging activities for individual children based on accurate observations and assessments of them, to ensure that they make good progress in their learning and development. For example, staff encourage young children's early speech by repeating children's words back to them clearly. Staff take the lead in introducing simple two word phrases to help young children grow in confidence and encourage them to use their voice. Staff work closely with parents to enable any gaps in learning to be swiftly addressed and a combined plan is put in place. This ensures that children are well-prepared for the next stage of their learning and eventually for school.

Staff extend children's learning through their observations of what children are interested in. For example, after seeing children trying to write their own names on their art work, staff introduced children to a range of freely available resources to enable children to master this skill. Staff extend an activity to make clay pots when children show a deep interest. Children delight in exploring mixing paints and seeing the colours change. This results in children beginning to develop and test their ideas.

The management have greatly increased the free access to the resources, including a wide range of various creative items enabling children to make independent choices. Children enjoy experimenting with various materials to make their own collage. Children are reading for a purpose as they follow the instruction on the back of the box holding a large floor jigsaw puzzle. This helps children develop their own interests and learn that information can be relayed in the form of print.

Partnerships with parents are strong and make a good contribution to meeting all children's needs. A good range of information is gathered at the start of the placement about the children's achievements and development. Staff subsequently use this information to aid the settling-in and initial assessment processes. Parents receive regular updates on children's progress. They confirm that they talk to their child's key person daily and this enables an effective two-way flow of information about children's learning in the setting and at home.

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

Key persons are skilled and sensitive and support children to form strong, secure emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. The gentle, caring interaction between staff and children ensures that all children form positive and trusting relationships. Staff ensure that children can make choices in their activities. They use positive praise and clear guidance, which is appropriate to children's levels of understanding, to manage children's behaviour.

Children have good opportunities to learn about following a healthy lifestyle. They are offered nutritious meals, snacks and allergies and food preferences are well catered for. Staff effectively help children to serve themselves and learn about portion control and choice. Children show that they are familiar with the daily routines. Children are sensitively cared for by their key person at nappy changing time. They know to wash their hands before eating. However, the lunch and sleep time routine for the younger children is disturbed by the staff moving around and the other children that are playing in the same room. This does not always meet children's need to eat and rest in a calm and relaxed atmosphere.

Children have many valuable ways to learn the benefits of physical activity. Children thoroughly enjoy the weekly gym sessions and are eager to get involved as soon as they see the gym teacher. They follow a 'warming up' routine, learning about how to protect their bodies. The skilled teacher supports the children to learn new skills and effectively guides them to practise and perfect their movements, such as a 'backward roll'. Staff are readily available to give the children confidence in tackling challenging equipment. This helps children to develop good control and coordination of their bodies.

Staff sensitively help children to address their fears within safe and acceptable boundaries and after discussion with the parents. They make spiders out of play dough, counting the legs, discussing where they are to be found and that they are harmless. This helps to build children's confidence and to make the most of the play opportunities outside. Older children contribute their ideas to the risk assessment for the outdoor area, as they suggest that the wooden balancing beams maybe slippery as they are wet. Children enjoy trips to the adjoining park where there are a few low trees they can climb safely if they wish. This helps children learn to take suitable risks without being fearful.

Children have free flow between the areas of the nursery and they become confident as they move into the older group, as they already have strong relationships with the staff working in this room. Older children are well prepared for their move onto school. Staff invite the reception class teachers to visit and they also take the children on visits to the school.

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

Staff provide children with a secure and nurturing environment in which they are given sensitive care and attention. They are an experienced team and know the importance of safeguarding children. Staff are confident to report their concerns, including about any

colleagues. They know how to recognise signs that children may be at risk so that their welfare is safeguarded. The management ensure that the premises are safe and are well maintained. They have very strong links with the community centre and any necessary repairs are rapidly carried out. Staff ensure that the premises are clean and sweet smelling at the end of the day. For example, nappy buckets are emptied regularly and protective measures are taken to avoid the spread of infection.

There are robust recruitment and vetting procedures to assess that everyone working with the children is suitable to do so. Effective systems for induction mean that staff are familiar with the nursery's policies and procedures and they work well in practice. The management team monitor staff performance effectively through regular supervision meetings and appraisals. This helps maintain that staff continue to be suitable to work with children. There are efficient systems for staff to be suitably monitored, both by the manager and each other in the form of peer reviews. Staff are eager to improve their knowledge and practice and attend both in-house training and various courses run by an outside authority. Staff bring this training into the nursery and have started some simple sign language with the children to help with communication skills. Some staff are training for childcare qualifications and senior staff within the rooms help other staff members strengthen their skills in observations and assessment. Some staff have recently attended a 'risky play' course and are planning to introduce more of this sort of play in the forthcoming holiday playscheme. This will expand the challenging play on offer and children's enjoyment.

There has been sustained and successful improvement to the care and education of the children following the last inspection. The actions raised have led to a thorough review of the nursery and changes to the staffing, routine and resources. This has made a marked benefit to the care and education of the children. The management team has made very good use of the manager of the other setting owned by the registered provider, the local authority advisor and an early years consultant to make sustained improvements and to develop a clear and effective development plan. Parents have been consulted through regular meetings and questionnaires and many parents stated to the inspector how happy they are with the provision. Staff work closely with the local nursery class that children attend to support and achieve continuity in their care and learning.

Staff are well deployed with the correct ratios of staff to children at all times. Lunch breaks are taken at a time to suit the children. These routines are under review by the management to protect children's well-being. The management team review children's progress regularly. This helps promote a strong range of learning opportunities across the areas of learning and enables children to make good progress. Staff monitor and track children's progress by regularly reviewing the learning journals to ensure there is no underachievement. The completion of the progress check at age two years ensures younger children's development is tracked and early intervention sought if necessary.

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	119251
Local authority	Bracknell Forest
Inspection number	938816
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	63
Number of children on roll	45
Name of provider	Old School Day Nursery Partnership
Date of previous inspection	19/11/2012
Telephone number	01344 890 668

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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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