

Drybrook Ducklings

Drybrook Primary School, Drybrook Road, DRYBROOK, Gloucestershire, GL17 9JF

Inspection date

Previous inspection date

25/10/2013

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	1
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

- Staff enable all children, especially those in need of additional support, to make close bonds and very secure emotional attachments with them.
- Staff frequently use children's interests to motivate them in their learning and as a result, children make good progress from their starting points.
- Excellent care practices ensure that children are very happy and enjoy what they are doing. They learn to behave well and play cooperatively.
- Staff support children to develop a very good understanding of the importance of physical exercise and a healthy diet, to manage their own personal needs and to take acceptable risks.
- The manager has a clear overview of the areas of learning and development and uses a good system to monitor children's individual progress.

It is not yet outstanding because

- Staff do not share strategies with parents as well as possible to enable them to enrich children's learning at home.

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 activities in the playrooms and the outside learning environment.
- The inspector had discussions with staff, the head teacher, children and parents.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, photographs, planning, safeguarding procedures and policies.

Inspector

Hannah Hornig

Full Report

Information about the setting

Drybrook Ducklings registered in 2013. It is a governor run nursery situated in a rural location in the Forest of Dean. It operates from a classroom and adjacent play areas within the grounds of Drybrook Primary School. There is also a covered decked area. Children also have access to a trim trail and two designated Forest School areas. There are currently 27 children on roll aged from two to four. The nursery is open on weekdays during term time only. Children are given the opportunity to stay for lunch on the premises several days a week. Children mainly come from the local area.

The nursery employs five members of staff who work directly with the children. One member of staff holds the Early Years Teacher Status, three members of staff hold appropriate early years qualifications at level 3 and one at level 2. The nursery receives funding for free nursery education for children aged two-, three- and four-years-old. The nursery supports children who have 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:

- provide strategies and further suggestions for parents so that they can enrich their child's learning at home.

Inspection judgements

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

Staff enable children to make good progress in their learning and development. They are provided with a varied range of activities across all areas of learning. Children giggle happily with their friends and are supported by staff who engage them in lots of stimulating activities. Staff have a strong understanding of how to assess children's progress and plan well for their next steps in learning. They gain details of each child's starting points through meetings with parents and observe them closely when they first start. Staff have a good understanding about the requirements to check children's progress at the age of two years. They consult with parents and discuss ways in which the parents can support their child's development at home by providing them with next steps. It is very clear that from consulting children's records and through discussion that staff know the children well. Staff encourage children's development of language. For example a child is fascinated to find a snail and a member of staff says 'he has a swirly whirly shell'. In this way children learn new vocabulary. Staff are keen to involve parents in their child's learning. However, staff do not always share ideas with parents about how they

can support their child's learning at home to ensure that even more progress is achieved.

Staff skilfully encourage robust development of children's personal, social and emotional development. They promote and value children's interests by responding to their ideas and encouraging their choices. For example, when children request toys from another room, staff enable them to do this and provide music when children suggest that their dolls would like to dance. Using well practised techniques around children's communication the staff extend children's use of language by adding appropriate comments to engage a group of children. As a result, children communicate their thoughts and ideas confidently with increasing clarity. Staff make good use of focused literacy and mathematics activities to support their understanding. Staff respond quickly to children's requests to borrow their pens to write, for example. Children build towers from bricks outside and count cupcakes on a computer programme. As a result, they spontaneously and accurately describe positions, sizes and numbers.

Staff teach children about the world around them as much time is spent outdoors. All children engage in weekly Forest School activities, which teach them problem-solving skills, develop their confidence and encourage their self-belief. Parents are particularly positive about the impact of these sessions, stating that 'it brings back the basics of being a child'. Children and parents participate in termly 'family day' outings to places including the local caves and forest. The fire service, police and head teacher are also invited to visit the nursery, which helps children to learn about their community.

All children develop their physical skills as they persevere and 'work together' to make the seesaw rock or push the scooter up the hill. They use real tools including paintbrushes for mud painting, scissors and trowels. Children communicate with their friends and staff with ease, visit the school hall for their lunch and confidently chat to their siblings. Consequently, they are prepared well for their future learning and move to school.

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

When they start at the nursery, each child is assigned a key person who enables them to achieve exceptionally secure emotional development with them. Children form deep bonds with their key persons and all the staff. If they are feeling unsettled the staff give them a reassuring smile or hug. The staff are highly skilled and sensitive in providing children with a very strong base for developing their independence. They offer constant individual encouragement to children by showing genuine interest in their chosen activities. There is a highly stimulating indoor and outdoor environment with high quality child accessible resources that promote learning and challenge both in and outdoors. Children move freely around the play areas, revisiting activities as they wish and being motivated to use resources as they decide. When outside they combine resources for their own purposes, for example they create a home for all the beanbag animals in a den. Through this extremely supportive ethos, children increasingly show high levels of self-control during activities and confidence in varied social situations.

Staff give the highest priority to the safety of children and effectively support their

growing understanding of how to keep themselves safe. Behaviour expectations are made clear to the children. For example children are reminded to use 'kind hands' and staff explain that children must wait and stand back from the slide so they do not get hurt. A child was overheard telling her friend to 'walk slowly or you will slip' as they returned from their lunch in the main school dining room. Children are developing an excellent understanding of how to manage risks and challenges relative to their ages. Parents stated how during a recent Forest School session their children 'knew the expectations'. Staff taught children that they had to go around the tree stumps on the edge of the fire pit, how to hold their stick safely when they toasted marshmallows and how to put the fire out'. Children are confident in knowing when to ask for help, for example when climbing at the top on the slide. They keep their fingers out of the guinea pigs' cage so that they are not bitten when they feed them. This supports their good understanding of how to risk assess situations and keep themselves and others safe.

Children develop an excellent understanding of the importance of a healthy lifestyle. Staff have taught them to capably and competently manage their personal hygiene and know that they must wash their hands 'on the back and the front'. Staff talk sensitively to children about their needs and as a result children develop a good understanding of routines. Children eat healthily, discussing the different fruits and vegetables that they taste and smell the 'crunchy carrot'. They are involved in the preparation for snack time, which gives them an excellent sense of responsibility. They eagerly take on duties as a helper. They respond enthusiastically to expectations that they will do things for themselves such as unscrewing the lid of the guinea pigs' water bottle and washing it or clearing away their plates after snack time.

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

The manager monitors the educational programmes that are on offer through carefully planned experiences and observations in the nursery. She has a good, secure understanding of how children learn. Activities are provided that are appropriate for the range of children who attend. Accurate monitoring of children's levels of attainment results in further planning to sustain their progress. The nursery has recently adopted an additional tracking system, as used in the school to monitor progress and this has led to interventions to support various groups of children. Children with a special educational need are provided with the additional support that they require to help to close gaps in their learning.

Staff receive encouragement to access a programme of professional development, including attendance at local authority training events and school inset days. The nursery has recently merged to become part of the school and the manager and head teacher have identified areas for development. The nursery has purchased a set of outdoor waterproofs for the children to use during Forest School sessions and new furniture. The nursery's action plan includes purchasing two mini tablet computers, a larger screen, further development of tracking children's progress systems and providing a seamless flow through to the reception classes at the school.

The head teacher and manager have a good understanding of their responsibility to meet safeguarding and welfare requirements. Arrangements for safeguarding children are strong. The manager and all staff have a clear understanding of the issues to respond promptly to regarding any concern about a child. The use of rigorous vetting procedures helps to check the adults suitability to work with children. Close supervision at all times, with additional staff adds to children's safety. Away from the premises, staff keep children safe on outings by completing risk assessments that are also logged on line with the local authority. These include details of the risks, hazards and control measures. The manager and head teacher are in the process of updating all required documentation to become consistent with the primary school.

The manager has a good understanding of the value of linking with other settings that children attend, visits them personally or invites them to visit her nursery. The nursery has good links with other professionals, including health visitors, so that children receive effective support. The manager and staff foster particularly good relationships with parents and carers. They share information effectively about children's care in the nursery and at home. They value the views of families and parents are clearly very appreciative and say that the manager is very approachable. Two parents stated that the staff have been 'excellent at liaising with us' regarding their child.

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	EY462313
Local authority	Gloucestershire
Inspection number	920238
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	20
Number of children on roll	27
Name of provider	Drybrook School
Date of previous inspection	not applicable
Telephone number	01594 542448

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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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