

Robjohn Nursery School

Robjohn Nursery, Robjohn Hall, School Lane, Narborough, LEICESTER, LE19 2GS

Inspection date

Previous inspection date

19/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 requires improvement

- The key person system is effective and enables children to form secure bonds and develop a strong sense of belonging.
- Staff understand how to promote the health and safety of the children in their care. Safeguarding procedures are secure. As a result, children are appropriately cared for and protected.
- Partnerships with parents are positive and they speak highly of the warm, welcoming and caring staff group.

It is not yet good because

- Teaching is not consistently good across the setting. Staff are not using their knowledge of children to plan sufficient high quality activities that reflect children's individual needs and next steps.
- The performance management of staff is not sufficiently robust in securing the necessary improvements to teaching. Feedback on performance is not regular enough to ensure consistently good practice across the setting.
- There is scope to consider the grouping of children to fully maximise children's learning during key times, such as when outdoors and during group discussion times.
- Space and resources are not used to their best advantage to ensure that all children have independent access to a depth and breadth of play and learning opportunities.

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 meeting and carried out a joint observation with the manager at agreed times during the inspection.
- The inspector talked with staff and children at appropriate times during the inspection and observed activities in all three playrooms and outside.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at evidence of suitability and qualifications of staff working with children and children's assessment records, planning documentation and a selection of policies and documentation.

Inspector

Claire Jenner

Full report

Information about the setting

Robjohn Nursery School was registered in 2013 on the Early Years Register. It is situated in a community building in the Narbrough area of Leicestershire, and is privately owned and managed. The setting serves the local area and is accessible to all children. It operates from 4 rooms within the building and there is an area available for outdoor play.

The nursery employs 12 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and above. The manager holds Early Years Professional Status. The setting opens Monday to Friday term time only. Sessions are from 8.50am until 12.00 noon. Children attend for a variety of sessions. There are currently 69 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- improve teaching by ensuring that; staff's knowledge of children is used to inform effective planning, ensuring that all children receive a good balance of play and learning opportunities that reflect their individual next steps and that they are sufficiently challenged to maximise progress
- improve the leadership and management of the setting by monitoring teaching and learning to ensure that staff receive the appropriate coaching and support needed to improve and build on their knowledge and experience.

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

- review the use of space and resources to fully optimise what is available, thereby, ensuring that all children have consistent access to a broad range of play and learning opportunities that reflect all areas of learning
- consider the grouping of children in order to ensure that every learning opportunity is seized and that it enables every child to be engaged and make a full contribution.

Inspection judgements

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

The manager and staff have a sound understanding of the learning and development requirements. They recognise that children learn through play and provide a warm and welcoming environment where children are occupied and enjoy their time. Staff work hard to prepare the space prior to children arriving and have use of a broad range of resources and equipment. However, sometimes these are not well-presented and a lack of imagination and creativity. In addition, the space is not always used to its best advantage. The setting has use of four rooms and children are grouped dependent on their age within in a room. Movement from room to room is an option, but this is not successful in enabling children to 'free flow'. This restricts their ability to make independent choices and access a broad range of activities that cover all seven areas of learning. Staff know the children well and observe them on a regular basis to find out what they can do and need to do next. However, they do not always use this information effectively in order to plan challenging experiences based on individual children's next steps in learning. Consequently, teaching is not consistently good as some staff are not confident in re-shaping tasks and explanations to improve children's learning. In addition, when some activities are planned staff do not consider how best to maximise all children's learning. For example, a nature walk with a large group of younger children resulted in some of the children feeling left out and unable to contribute fully to the discussions.

Parents are encouraged to share what they know of their child's learning through an 'all about me' form when children start at the setting. They receive regular feedback, helping them to feel included in their child's learning. For example, they are provided with both daily feedback and invited to discuss more detailed periodic written reports showing them what their children have achieved. Consequently, they are appropriately included and are helped to understand how to support their children's learning at home. In addition, positive relationships with settings in the local area are well-established, therefore, supporting older children's smooth transition to school and the next stage in their learning. Staff work with parents and other professionals, in order to monitor and review the progress that children make. This helps to make sure that children with special educational needs and/or disabilities receive an appropriate level of care and support in their learning. Staff have prepared effective systems to enable relevant assessments to be made for two-year-old children and these are shared and agreed with parents.

Children's communication, language and literacy is appropriately promoted. Staff initiate conversations during daily routines and activities, such as, group discussions, snack time and general play. For example, children are encouraged to talk about the items they have bought from home as part of the 'blue table topic', and to describe what they see and hear whilst out walking. However, on occasion, staff both ask and then answer questions, showing that they lack the secure teaching knowledge to give children the time and opportunity to think and respond for themselves. Children have access to a range of books and reading materials, although these are not always well-presented in order to entice children to access them independently. However, a daily group time provides opportunities for children to listen to group stories and to sing favourite songs and rhymes. Children

explore number as they play. For example, supported by a member of staff they successfully identify square, triangular and circular bricks. At register time, children count how many boys and how many girls are present. However, this opportunity is not fully seized in order to challenge children further and to consider how many children there are all together. children show their imagination as they play. For example, two young children enthusiastically 'fly' the planes that they have made from bricks through the air whilst others use role play equipment in the home corner. Children have some opportunities to be creative as they use glue and collage materials to make pictures. However, these opportunities are not consistently available as access to materials, such as sand, water and paints, are irregular. Children have opportunities to learn about technology as they have access to computers and programmable toys. However, on occasion, these are not presented attractively to capture children's interest and to encourage them to explore. For example, a selection of phones and calculators were simply piled onto a table.

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

Children are cared for by a dedicated and committed team of staff in a calm and caring environment. Children are allocated a key person whom they remain with as they move through group rooms. This successfully, supports children settling-in and developing strong attachments. In addition, parents express their appreciation of the warm welcome and the support that they receive. Staff take time to get to know children and individual settling sessions are agreed and tailored to meet the needs of each child. Consequently, children are happy and settled. Children are based in group rooms with others of a similar age. This contributes to their sense of belonging and feelings of security, although, it can also restrict children's opportunities to explore the wider environment and play alongside and build relationships with others. Movement on to other early years settings, such as school, are well-supported. This is because staff ensure that information on children's care and learning needs are shared, enabling children to feel secure with change. These effective arrangements contribute to children's self-confidence and develops the skills and emotional security they need to equip them for their future learning.

Children are well-behaved. Staff support them through praise and encouragement which promotes their confidence and self-esteem. Children play harmoniously with their peers, sharing and taking turns with equipment and resources. They show their sense of fun and good humour as they laugh and share their 'funny pictures' during a chalking activity. Children participate in daily circle time where they are encouraged to listen and value each other's contributions. Staff pay close regard to the safety of children and ensure that activities and resources are suited to their individual needs. This helps children to feel safe within the environment and with staff. Children are beginning to understand about keeping themselves safe. For example, during a nature walk they hold onto the handles of the 'walking train' and show an awareness of passing cars, ensuring they are well away from the kerb.

Children's understanding of healthy practice is appropriately promoted. They have daily opportunities to be physically active both indoors and outside. For example, use of the small outside play area is supplemented with nature walks and trips to the park. Indoors, children use a range of equipment, such as sit and ride toys, and participate in regular gym sessions. This not only provides them with opportunities to further promote their physical development, but to also practise the self-care skills needed in their next stage of learning, for example, dressing and undressing independently. Children learn about healthy eating as they are encouraged to make healthy choices at snack time. Staff understand the importance of appropriate hygiene practices, which they pass onto the children. In addition, children's ability to manage their personal hygiene and self-care is supported by staff. For example, children are gently reminded to wash hands before eating snack and to fetch a tissue in order to wipe their nose.

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

Safeguarding meets the requirements and there are no concerns. The relevant checks on adults are carried out in order to safeguard children and the welfare of children is monitored appropriately. For example, staff show a sound understanding of their role and responsibility with regard to protecting children. They are confident with the procedures to follow should they have any concerns for a child's well-being. Induction procedures ensure new staff gain a sufficient knowledge of what is expected of them within the setting, are aware of health and safety requirements and all policies and procedures. Staff are vigilant in supporting children's safety and pay high regard to procedures both within the setting and when on outings. Clear risk assessments are completed and regularly reviewed at the setting. They highlight potential risks to children and the action taken to minimise them. Accident records are suitably maintained and a sufficient number of staff are qualified in first aid, enabling them to take appropriate action in the event of accidents or injuries. In addition, the regular review of these records ensures that any recurring incidents can be identified and addressed appropriately.

The staff team are well-established and work together very well as team. This helps to create a warm and welcoming environment where children play happily. The manager ensures that new information and updates are shared with staff members at regular team meetings. However, support for ongoing individual staff development is not sufficiently robust. This results in, inconsistent teaching within the setting. For example, the manager undertakes annual appraisals but staff supervision that promotes continuous development is informal and irregular. This means that the necessary improvements to teaching are not addressed clearly or quickly enough. However, the manager and staff demonstrate a commitment and willingness to improve the setting. Together with contributions from parents, they have completed a process of self-evaluation in order to inform a development plan.

Partnerships with parents are strong. Parents speak highly of the welcoming and caring staff group and the way staff support their children. Arrangements to ensure that parents play an active role in their child's care and learning have been implemented. All parents

are invited to share children's achievements, for example, through daily discussion and progress meetings with staff. The recent addition of a 'wow moment tree' has also further encouraged parents to share key events from home. A range of information on display and in the settings prospectus ensures that parents are kept informed about the Early Years Foundation Stage and the organisation of the setting. The necessary links are in place with external agencies to ensure those children who have identified needs, gain the support that is required. Established systems are in place to liaise with other providers where children already, or will shortly attend, to ensure information is shared in order to promote their continuous and consistent learning and progress. For example, the setting share transition books with teachers from the local schools who visit the setting prior to older children moving onto full-time school.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY464751
Local authority	Leicestershire
Inspection number	919611
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	69
Name of provider	Linda Joan Wenlock
Date of previous inspection	not applicable
Telephone number	07793154810

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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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