

Foxley Nursery School

Manor Drive, Shurlock Row, Reading, Berkshire, RG10 0PX

Inspection date

26/11/2013

Previous inspection date

16/03/2011

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend 1

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 1

The quality and standards of the early years provision

This provision is outstanding

- This excellent enabling environment enables children to benefit from interesting and imaginative activities both indoors and outside. This provides a strong base for children to develop confidence, independence and to explore. The children play an active role in the organisation of resources, increasing their interest and participation.
- Important partnerships with parents are fostered exceptionally well. The staff recognise the uniqueness of each family and the important role they play in supporting children's learning. Relationships are secure, confident and trusting because staff and management recognise their importance.
- Staff demonstrate a robust understanding of safeguarding children. Management gives safeguarding training a high priority, in order that all staff have an up-to-date awareness of the Local Safeguarding Children Board procedures.
- Highly effective measures help to ensure that changes in children's lives are managed sensitively and with understanding.

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 the premises and resources with the manager.
- The inspector observed the children and staff at play.
- The inspector examined records and documents provided by the manager.
- The inspector discussed the nursery with parents.
- The inspector read the provider's self evaluation.

Inspector

Lynne Lewington

Full report

Information about the setting

Foxley Nursery School is situated in the rural location of Shurlock Row, a small village on the edge of the Royal Borough of Windsor and Maidenhead, and close to Bracknell, Wokingham and Twyford. Foxley Nursery has been in the village since 1939 and in its present position since 1979. The nursery has been registered with its present owner and person in charge since April 2002. The nursery is open Monday to Friday, term-time only between 8.45am and 3.45pm. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare register. The group is a member of the Pre-School Learning Alliance. Currently, there are 79 children on roll, of which 44 are funded two-, three- and four-year-olds. At present there are seven qualified members of staff and two unqualified. All members of staff have a valid First Aid certificate. The nursery is set in a detached, single storey building, purpose built in 1990 and surrounded by a large garden. It is located down a private lane and parking is available along the main road. The children have use of a large play room, a conservatory and a smaller room, toilets and a kitchenette. There is a disabled access and toilet facility. The secure outside environment provides covered decking, various grassed areas, an all weather play area and a secure forest school area. The nursery has two miniature Shetland ponies, a rabbit, guinea pigs and chickens.

What the setting needs to do to improve further

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

- consider building on the forest school experience to enable the younger children to explore the natural environment more.

Inspection judgements

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

Staff plan and provide an inspiring and enabling environment which encourages children's learning exceptionally well. They encourage children to participate in the planning of the activities each day and this adds to the children's interest and sense of responsibility. The rich, varied and imaginative experiences promote children's curiosity and interest and help them to become active learners. For example, in forest school children plan together to build a den to eat their snack. Forest school takes place in a secure but very natural garden area. Children set about using a variety of items and demonstrate increasing skill as they use rubber hammers to bang pegs in the ground. They stretch out lengths of rope and decide if they are long enough and discuss size and shape with adults. Each child is absorbed in the activity, some are independently busy and others show cooperation with each other. Children confidently recall experiences and demonstrate their developing knowledge. However, currently only the oldest children experience opportunities to visit

the forest school, whilst the younger children use the other garden areas.

Communication and language is promoted very effectively through staff interaction with children and the relaxed and happy group times. Staff frequently encourage children's thinking as they ask, 'What will happen if?..' or 'How can we?..' The children are keen to share ideas and they are developing their skills at listening to others attentively. Staff use lively expression in their voices and faces as they interact with children to help their understanding.

Children thoroughly enjoy opportunities to sing as a group and also listen to a variety of music and stories. A particular favourite currently is exciting pirate music from a popular film. They request this music and pretend to row furiously clearly loving the excitement it creates. Children share their knowledge and encourage each other's learning. For example, after rowing to the exciting music a child keeps very still and then says, 'I can feel my heart beating very fast.' Others copy his actions and the adult asks why they think it is happening. As a result the children learn about their bodies.

Staff frequently use mathematical language in their conversations with the children. They refer to size, position, quantity and shape and this aids the children's understanding of mathematics. The children confidently count to see how many cups and chairs they will need at the table for snack; they sing number rhymes and use a stimulating range of mathematical resources in their play. They match and sort numbers outdoors, compare and put items in size order and thoroughly enjoy puzzles. Children's awareness of the natural world is developing extremely well as they dress for different weather, grow items to eat in the garden and help to feed the animals. They recently helped to press apples and enjoyed the apple juice they made.

Children's physical skills develop very well as they confidently use the climbing equipment and wheeled toys. They help themselves to water from the water butt and use paint trays and rollers to 'paint' the play houses and walls. They demonstrate high levels of coordination as they carry the water trays and ensure each area of wall is painted. Children enjoy opportunities for imaginative play as they paint using a variety of colours and glitter and use the dough. Many children can recognise and write their names. They make good use of clipboards and pencils outdoors and have easy access to mark-making resources.

The nursery is highly successful in encouraging parents' participation in their children's learning. Parents participate fully in activities in the nursery which help them to understand how children learn. This has included an innovative opportunity to play with all the activities the children use and an opportunity to experience forest school. Children take a story book home to share with their parents and as they develop their early reading skills they also take a reading book. As a result parents play a key role in their children's learning.

Staff gain comprehensive information from parents when the child first starts so that they can quickly establish children's capabilities and starting points. Then they consistently communicate with parents to ensure they have a full understanding of the child's development and experiences at home. Staff value this information as it assists them in

planning and assessing progress. Thorough ongoing summaries of development indicate that each child is carefully monitored. If staff have concerns about a child's development action is taken quickly to assess and seek further advice in partnership with parents. Consequently all children make excellent progress.

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

All the staff in this highly stimulating environment are extremely sensitive to meeting the needs of the children in their care. They understand the individual children particularly well because they have warm welcoming relationships with the children and their parents. These warm relationships enable children to arrive confidently and settle quickly. Staff encourage children's confidence and self-esteem through meaningful praise and encouragement. Consequently children form secure attachments, develop great independence and the confidence to explore. Staff also have positive systems in place to ensure children understand and are prepared for changes they may experience. By preparing children for the changes in their lives they are helping them to adapt and be confident in new situations.

Children demonstrate great concern and consideration for others relevant to their age and understanding. They use good manners and are learning to listen to each other, share and take turns. Staff encourage social skills very well as they act as excellent role models. If children have disagreements the staff help the children to listen to each other and discuss what is wrong. This is helping the children to learn how to problem solve in their relationships.

Safeguarding is given a high priority in this nursery. All the nursery staff are vigilant and they encourage children to think and be aware of dangers. The children who participate in forest school for example, remind each other that they must not 'Lick or pick' anything in the forest area. Fire safety routines are regularly undertaken ensuring everyone knows what they need to do in an emergency. Children learn highly effectively about healthy eating as they grow items and prepare or cook and eat them. They always have easy access to water and are encouraged to have a drink regularly.

This rich learning environment has a wealth of high quality resources which enhance learning. Daily routine opportunities to use the outdoor environment are maximised, encouraging the children's good health and sense of well-being through physical activity, natural light and fresh air. The resources aid cooperation. For example, children move low trellis barriers to create enclosed areas if they wish. This empowers the children to create their own spaces and use their imaginations.

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

Leadership is inspirational. The manager is passionate about the nursery and has a clear vision and high expectations which are shared and contributed to by the staff team. Staff

clearly enjoy their work and show pride in the nursery. They successfully implement rigorous health and safety and safeguarding procedures to provide safe premises for the children and their families to use. Staff demonstrate a robust knowledge of safeguarding and whistle blowing procedures and they undertake safeguarding training and questionnaires to keep up to date. Safeguarding information is clearly displayed and easy to read within the nursery ensuring everyone has an excellent understanding of the action to take if they have concerns. Robust recruitment and suitability checks are in place to help ensure that staff are suitable for their roles.

A well-organised induction system is in place to help new staff fit in quickly and understand how the nursery works. Staff benefit greatly from regular supervision and an annual appraisal, enabling their performance to be monitored and skills enhanced. Training opportunities are encouraged and targeted when required. For example, the nursery brought in a first aid trainer and invited other local settings to join with them for first aid training. The manager and deputy have recently completed forest school training and are keen to develop this skill set among the staff to enhance children's learning further.

Robust systems to monitor and evaluate the provision are extremely well embedded. The staff are very enthusiastic and have a positive attitude which leads to a particularly strong and successful setting. Equality and diversity underpins the work of the nursery and runs through all aspects of the provision. Every child is treated as an individual taking into account the valuable information provided by parents or others who are involved in their care and learning. Highly effective partnerships with parents and others involved in children's lives help to create continuity in their learning and development and enhance opportunities for children to meet their full potential.

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	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	EY224734
Local authority	Windsor & Maidenhead
Inspection number	939558
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	36
Number of children on roll	79
Name of provider	Mr Russell Trayling & Mrs Sharon Trayling Partnership
Date of previous inspection	16/03/2011
Telephone number	01189343578

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

