

# Focus Nursery School

Focus Nursery School, Worgret Road, Wareham, Dorset, BH20 4PH

<b>Inspection date</b>	21/11/2013
Previous inspection date	24/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- The staff team's teaching of communication and language is promoted consistently and is recognised as a vital element to children's success in other areas of their development.
- Children make excellent progress in their learning and development because they enjoy a wide range of experiences that are supported enthusiastically by staff.
- Staff have a good knowledge of the children and make strong connections with the families that attend. This liaison is recognised as a crucial element that underpins the building of an ideal environment for children to thrive.
- Children are confident to make decisions about their play. They make choices from the excellent range of resources owing to how staff arrange these so that children become independent, willing to 'have a go' and solve problems, which prepares them for school.
- Children are encouraged to take suitable risks during both during inside and outside play so they extend their physical skills themselves through self-challenge.

## 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 invited the manager to carry out a joint observation.
- The inspector observed the children and staff during activities inside and outside.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector sampled documentation including policies and children's records.
- The inspector took account of parents' views, spoken to on the day of inspection.

## Inspector

Shirelle Norris

## Full report

### Information about the setting

Focus Nursery School has been registered under the current management since 2005. It is a privately owned nursery providing full day care. The nursery operates from Worgret Road, previously Wareham Middle School, in Wareham, Dorset. As well as a playroom area, with adjoining toilet and kitchen facilities, there is an outdoor canopied play area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open each weekday during school term time, from 8.30 am until 6 pm. There are currently 21 children on roll. The nursery is in receipt of funding for early years education for children aged between two, three and four years old.

Children attend from a wide area, including the town of Wareham and its surrounding villages. The nursery provides care for children who have special educational needs and/or disabilities and children learning English as an additional language. All staff hold relevant early years qualifications. One of the owner's is the manager, and is supported by two deputies, one of which is the joint owner, and a team of three other staff.

### What the setting needs to do to improve further

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

- update and maintain the nursery website so that the communication with parents and potential new parents is promoted as fully as possible through providing them with up-to-date and accurate information.

### Inspection judgements

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

Children thrive and flourish at the nursery because staff have an excellent understanding of how to plan effectively to meet the needs of each child that attends. A broad knowledge of the Early Years Foundation Stage means that the staff offer a highly stimulating and challenging environment where the children can learn. Staff skilfully pose questions to the children during activities that enhance and promote their understanding and learning. Consistent promotion of language development by the staff ensures that children are surrounded by methods of communication that enrich their development. Whilst exploring their environment independently children are encouraged to learn at their own pace but equally they are given ample teaching support and encouragement when they need it.

Resources are clean, tidy, named and photographed to give the children the best possible opportunity to make connections across their learning, showing how staff promote highly

effective learning environments. All children are able to access the resources and do so with confidence and a sense of ownership. Staff give children time to complete activities and encourage them to think creatively about what they are doing. Staff seize every opportunity to help children reach their potential; for example, during the sessions the staff participate in role play, provoke thinking and stimulate children's learning consistently with suggestions and support.

During group activities staff are acutely attentive to the different ages and abilities of the children who are participating. They are able to quickly recognise and adapt tasks to ensure that all children are included and benefit from the proposed and planned learning. Staff are motivated and enthusiastic in their responses to the children's requests. They are excellent role models and participate in the children's role play scenarios to support them, they do this to ensure all children are given the opportunity to gain new knowledge. This attitude to teaching influences children whose behaviour is excellent. Staff establish genuine and endearing relationship with children that ensure communication is reciprocated. Children tidy away toys ready for the next stage of the session with zest and excitement, showing willingness to conform and motivation for what is to come.

Staff assess every child meticulously to check their development. Staff take great care to ensure that children are happy and are developing at levels appropriate to their abilities. Developmental checks and government schemes are used successfully to enhance learning, for example, Every Child a Talker. Staff consider the development of each child's communication and language a priority. Children's individual files demonstrate that everyone involved with the children's development is included and adds to the overall achievements. Children's progress is exemplary and staff celebrate this at regular parent consultations.

Staff use a 'communication book' to exchange information between home and the nursery for each child. These result in a celebration of children's achievements and interests, and also gives parents the opportunity to support what is happening at the nursery. The nursery library allows children to share special books at home. Children's developing love of books is shown through questions such as 'Can I keep it for two more days?'. This desire shows children are gaining valuable attitudes for their eventual move to school.

Parents are able to follow children's progress throughout their time at the nursery because key people have a resoundingly thorough knowledge of the children and their levels of attainment. The nursery has a plethora of positive images of disability and cultural differences, to which staff refer when working with the children. This action demonstrates that staff have a high regard for equality and value diversity. Staff consistently communicate using body language, signs and gesture to include all children, who reciprocate by using these various methods themselves.

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

Staff implement the 'key person system' exceptionally well. Children and parents are given comprehensive structures that take into account each child's differing needs when starting the nursery. Key people build on what their children can do from the moment children enter. They are highly competent at determining appropriate next steps of learning for children of differing ages and abilities, so all children's individual needs are met. Photographs of staff and staff profiles offer parents the opportunity to familiarise themselves with their family's key person. Children are given the security and stability that ensures their confidence grows. They are happy and settled with the warmth and comfort received from staff.

The owners implement thorough safeguarding audits regularly. Such documentation demonstrates that the children's safety is paramount. Staff have regular safeguarding training and are well informed about procedures and good practice. They offer an extremely safe environment in which children flourish. Staff undertake daily assessments that make sure the environment is safe. These are robust and are carried out by staff prior to the start of the day, inside and outside. CCTV is installed to give a heightened security for parents, staff and children.

Staff teaching to encourage children to be independent thinkers, to take a risk or to extend their abilities is a notable feature of this nursery that drives children's progress, including their physical development. Staff ensure that messages of safety are consistent as they offer motivation and support. For example, outside children ride bikes around the 'race track' that has bumps, slopes and a windy path to manoeuvre.

Staff talk to the children instinctively and throughout a session about being safe and healthy. At snack time children lead the session. The routine is established and children take an active role in laying the table, preparing the fruit and pouring drinks. Their confidence grows and there is a sense of ownership. Staff initiate conversations that provoke thinking and children respond well. For example, when asked 'What is milk good for?' the children answer with excitement 'It's good for our bones and teeth.'

Staff are inspirational in their commitment to ensure that children become confident and ready for their next steps of learning. There is a clear focus and devised charts, to which staff contribute, that monitor each child in personal, social and emotional development especially.

Children are given clear boundaries and they respond well to the 'Golden Rules' because they understand these. They are familiar with them because they have participated in constructing the posters that are displayed. The staff team is skilful in referring to these and giving children the consistency and continuity that reinforces expected behaviour at the nursery.

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

The leadership and management at the nursery is inspirational. The manager has devised many systems of assessment and planning that demonstrate a dedicated ability to offer a high quality provision. There are consistent approaches to constantly improve staff practice. The thorough understanding of what needs to be done to achieve this is carefully prioritised. The whole staff team's knowledge and understanding of the Early Years Foundation Stage is commendable and this shows in the systems adopted. Planning for the children is carried out by steadfast methods of observation and effective communication with staff and parents.

Input from all parents is valued and considered as a vital element to the successful running of the nursery. This means that any potential gaps in learning are identified quickly and any possible intervention can include parents and produce a robust support system for children. Parents have a high regard for the provision offered. They comment especially on how they feel they are kept up to date with their children's progress. Parent consultations are carried out regularly and children's achievements and progress are celebrated.

The manager has devised rigorous methods of evaluation that are well-informed and strategic. This means all staff reflect on their practice and constantly drive for improvement because they are inspired and motivated by the nursery's management.

Staff are given support and training that ensures continuity is of utmost importance. They are given up-to-date information by the manager that allows them to celebrate what they do well and improve on any weakness they may have. Appraisals and regular meetings show that staff work as a team and produce a highly productive system of work and continuity. Staff are dedicated and dynamic in their approach to supporting the children's next steps of learning and working as a team to do so. Connections and relationships with outside agencies to support children are established and effective which means children are given every opportunity to flourish, and do.

### **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

<b>Unique reference number</b>	EY309109
<b>Local authority</b>	Dorset
<b>Inspection number</b>	827153
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Miss Linda Burgess & Mr Daniel Albin Partnership
<b>Date of previous inspection</b>	24/11/2008
<b>Telephone number</b>	01929 555135

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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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