

Lambourn School Nursery

Lambourn C of E Primary School, Edwards Hill, Lambourn, HUNGERFORD, Berkshire, RG17 7LJ

Inspection date

Previous inspection date

15/01/2014

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	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

- Staff create an environment where children are settled, confident and curious. Children relate well to each other and the staff.
- Good quality information is shared with parents enabling positive partnerships to develop and children's learning to be promoted.
- Staff encourage communication and language, personal social and emotional development and physical development particularly well ensuring all children develop the skills to help them progress across all areas of learning.
- Leadership and management is strong and proactive in striving for continuous improvement. Reflection, evaluation and learning opportunities are helping to enhance the knowledge and skills of the staff team.
- A healthy lifestyle is encouraged through the good use of the outdoor environment and the opportunities to eat healthy snacks.

It is not yet outstanding because

- Occasionally, at group times, staff do not consistently encourage younger children to learn by using their senses, and the group size means that not all children enjoy the best learning experience.

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 the premises and resources with the staff.
- The inspector observed the children and staff at play and observed an activity with the nursery teacher.
- The inspector examined records and documents provided by the nursery teacher.
- The inspector discussed the nursery with five parents.
- The inspector read the nursery self-evaluation.

Inspector

Lynne Lewington

Full report

Information about the setting

They are registered on the Early Years Register. It is situated in Lambourn near Hungerford, Berkshire and operates from a dedicated nursery building on integrated part of Lambourn Primary school site. The nursery has use of the school resources including main hall, swimming pool and two rooms in the nursery building, toilet and kitchen facilities. There are currently 17 two-year-olds on roll. The nursery is in receipt of funding for children age two years. The nursery is open Monday to Friday, from 8.45am to 3.15pm. Sessions are available from 8.45 to 11.45am. A lunch club is available from 11.45am to 12.15pm term time only. The nursery serves the local community in Lambourn. The nursery employs six staff, all of whom hold relevant childcare qualifications at Level 2 or Level 3 and two qualified teachers.

What the setting needs to do to improve further

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

- improve group time by considering the size of the group and the space they use
- develop group time activities to enable them to use their senses more to aid their learning.

Inspection judgements

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

Experienced staff provide children with a variety of learning opportunities across all seven areas of learning. They make effective use of 'welcome time' when children gather together and the register is taken. Staff ensure that several areas of learning are included in this planned activity time. For example, children sit together and answer to their names, practising their personal, social and emotional skills as well as communication and language. Some children know that it is Wednesday. The adult invites the children to count the number of girls and boys present and then they count together to see how many children are present, showing that numbers have meaning. This helps children begin to learn about linking numbers together to make larger numbers. Children enjoy the opportunity to paint, use the computer white board and have a free choice of the activities available. They move around from role play, sand to painting and play dough independently. Sometimes group time for the youngest children does not always provide sufficient opportunities for them to learn at a level suitable to their abilities. For example, older children repeat numbers and identify shapes and colours from a board. This does not enable young children to benefit from opportunities to be active in their learning using their senses to touch and feel items, which help them to remember.

Staff are building their awareness and increasing their knowledge of how to engage and encourage two-year-olds' learning through attending training about brain development. They link with other professionals and visit other early years provision. This is helping them to review their practice and resources and make continuous improvements.

Staff encourage physical development particularly well. Children are given plenty of time to prepare for their outdoor play. This is a good learning opportunity as they learn to recognise and put on their warm clothes and wellingtons, hats and gloves. It provides opportunities for matching and developing independent self-care skills. Outdoors the children thoroughly enjoy the freedom to explore the large garden. Here they can climb, build, make dens, balance, play in water, dig and develop their abilities to throw and kick a ball. The development of physical abilities in the fresh air and natural light helps to increase a sense of well-being and confidence.

Very good care is taken to assess children's abilities taking into account parents' knowledge and the staff's observations of the child. Home visits by the key person enable them to see the child at home, increasing their understanding and knowledge of the individual child. This knowledge forms a strong base to monitor the child's developmental progress. The system for identifying the progress children make is strong. If concerns are raised, swift action can be taken to assist the child and seek additional advice if required. Staff work proactively with health visitors and the speech and language service, for example.

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

The well-established key person system is helping children to settle in the nursery and aiding staff in their understanding of the individual child. This is enhanced by the home visits the staff now arrange with parents. It also increases parents' relationships with staff enabling better communication. Staff are all positive role models to the children. They are calm, kind and gentle in their manner. They listen attentively to the children and are sensitive to their needs. Staff teach children to think about feelings through their interactions with them. Children are encouraged to listen to each other, to share and to be kind and the staff praise the children for their efforts. This all helps the children to feel safe and confident in the nursery.

Children enjoy healthy fruit snacks, drinks of water and milk and the staff talk to them about why it is important to eat fruit and have drinks of water. In the summer, they grow fruit and vegetables in the garden increasing their awareness of where healthy foods come from. Staff encourage parents to send healthy lunch boxes which are stored safely until required.

Good care is taken to promote children's safety as they are supervised closely and the premises are secure. The premises are attractive and well resourced. However, the space available in the nursery is not always used to provide the best learning opportunities for the children. For example, the children's group time takes place in a small entrance area.

This area is attractive but does not provide sufficient space for the children to fully enjoy their group time.

Staff ensure young children are comfortable and change their nappies when required. A specific changing area enables the child to have some privacy and good hygiene practices to be followed. Staff engage positively with the children, helping them feel emotionally secure. Staff assist and support parents with toilet training children when they are ready. This helps to ensure children are ready to be independent individuals when they start school. The nursery is part of the school and so children have many opportunities to see the other children and staff of the school. Staff recognise that if they are aware of changes in children's lives they can work with parents to manage these sensitively.

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

The leadership and management of the nursery demonstrate a confident understanding of the areas of learning. They are continuously enhancing the provision they offer to meet the needs of the two-year-olds. They are proactive in seeking advice, using research and looking at other nursery provision to enable them to continuously develop. The systems in place for monitoring the children's development are clear and followed systematically.

Staff demonstrate a clear awareness of safeguarding young children and the action they must take if they are concerned about a child in the nursery. Robust systems are in place for the recruitment and vetting of staff ensuring that all are suitable to work with children. Staff are encouraged to attend training events and develop their knowledge and skills as this enhances their abilities to provide quality provision for the children. Regular staff meetings provide an opportunity to share information and make plans for continuous development.

The nursery has made many changes since taking younger children. This has included reviewing the play environment both indoors and out and enhancing the space by de-cluttering. A clear improvement plan is in place, which indicates staff and management are making steady progress at continuously developing the provision. The nursery has high expectations and aims to encourage all children to be articulate, curious learners through the quality provision they offer.

Partnerships with parents are strong. They speak very positively about the provision and the warm welcome the staff offer them and their children. Parents indicate the home visits are helpful and have assisted their children to settle in the nursery. They feel staff appreciate their knowledge of their child. The information about language development is helpful and they enjoy the regular newsletter. All parents spoken to indicate that they would not hesitate to talk to the staff if they had a concern about their child.

Positive partnerships with other professionals help the nursery offer a quality service. There are good links with the local children's centre, the family support worker and health visitors. This helps to enhance the knowledge of the staff, the children's learning and the

care and support families' experience. The nursery also seeks support and advice to enhance the learning experiences of those with English as an additional language and travelling families.

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	EY461420
Local authority	West Berkshire (Newbury)
Inspection number	924732
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 3
Total number of places	26
Number of children on roll	38
Name of provider	Lambourn C of E Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	0148871479

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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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