

Buttons

Bishop David Sheppard C of E School, Devonshire Road, Southport, PR9 7BZ

Inspection date

Previous inspection date

17/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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 nursery provides an inspiring, welcoming and stimulating environment. The enthusiastic and caring staff team ensure that children are exceptionally well supported in all areas of learning and development.
- Highly effective teaching strategies are in place to help children develop early language and communication skills and to support their physical, personal, social and emotional development. As a result, all children are extremely well prepared for their next stage in learning, including school.
- Children explore the environment with confidence and enthusiasm. They are highly motivated and independent and use resources extremely effectively to support their learning and play.
- Leadership is inspirational. An astute and well-targeted programme of professional development always focuses on impact for children, which means that all children make excellent progress from their starting points.
- Staff have an excellent understanding of how to protect children. Robust safeguarding and child protection procedures ensure all children are kept extremely safe within the nursery.

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 spoke to the management team, nursery staff and children throughout the inspection.
- The inspector observed activities indoors and outdoors and did a joint observation with the manager.
- The inspector looked at documentation, including children's records, assessments, planning and a selection of policies and procedures.
- The inspector took into account parents' views spoken to on the day of the inspection and from written comments in children's learning records.

Inspector

Lynnette Kobus

Full report

Information about the setting

Buttons was registered on the Early Years Register in 2013 and is operated by the governing body of the Bishop David Sheppard Church of England Primary School. It is based and operates from a designated classroom and a smaller community room within the former children's centre part of the school premises. The school is situated in Southport, Merseyside. There are two enclosed areas for outdoor play.

The nursery is open each weekday from 9am to 3.30pm during term times only. Children attend for a variety of sessions. The nursery employs six members of childcare staff. Of these, one holds Qualified Teacher Status, one holds Early Years Professional Status and one holds a qualification at level 3. Two members of staff are working towards appropriate early years qualifications.

What the setting needs to do to improve further

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

- consider even more creative opportunities for children within the outdoor area, to enhance the already excellent practice by, for example, providing additional resources to further enhance their imaginative play.

Inspection judgements

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

Teaching is outstanding. Staff have excellent skills and knowledge of the learning and development requirements and a superb understanding of how children learn. As a result, children thrive and are well motivated to learn in this extremely high quality nursery. Staff provide an exciting, stimulating and extremely well organised environment, both indoors and outdoors. This ensures that all children make rapid progress in all areas of learning and development. Children consistently demonstrate the characteristics of effective learning. There is an extremely sharp focus on helping children to acquire communication and language skills and supporting physical, personal, social and emotional development. Staff really value the way children choose to move and provide lots of opportunities for children to be outside in all weathers. Children engage in varied physical experiences as they dance, climb and negotiate pathways and 'obstacle courses' outdoors. Children show good control and coordination in large and small movements. They move confidently and handle equipment, tools and resources effectively, for example, with pencils, paintbrushes, construction kits and gardening outdoors. As a result, they develop their physical skills. Children develop their knowledge of technology and understand that information can be retrieved from computers. For example, they competently use computers and toys, which demonstrate 'cause and effect'.

Staff provide an excellent range of resources and there is a sharp focus throughout the nursery to promote all areas of learning and development. Children develop their communication and language skills as they show interest in familiar sounds. Staff encourage them to repeat familiar words and give opportunities for children to speak and listen in order to participate fully. This is because staff are highly knowledgeable and well-trained and therefore, understand individual children's learning needs. Children read and write as appropriate for their stage of development and they particularly enjoy using their own alphabet system, which consists of photographs and letter sounds matched to the children's interests. The staff are inspirational in how they encourage children to be imaginative and make connections in their thinking. For example, as children eat their healthy foods and drink, staff encourage them to think about what plants need to help them grow. Children are then keen to water plants in the garden. The children enjoy telling their own stories with staff skilfully extending their language and thinking skills. Staff ask 'I wonder?' questions, which means that children are consistently motivated and enthusiastic to learn. For example, some children enjoy hearing classical children's stories, and imagining what it would be like to 'go down a rabbit hole and sit on the throne like the queen'. While other children enjoy digging for worms and looking for spiders using their magnifying glasses. Children squealed with delight when they found a spider's web underneath the slide. They are kept very well engaged and motivated by staff who consistently display a passion for promoting children's learning and development. However, there is scope to consider even more creative opportunities for children within the outdoor area, to enhance the already excellent practice, by for example, providing additional resources to further enhance their imaginative play.

Teaching is extremely effective and assessment procedures are rigorous, meticulous and highly comprehensive. Staff are dynamic and enthusiastically plan learning using the information gathered from parents on entry to the nursery. Each child is assigned a key person to be responsible for their development, routine care practices, and liaison with parents. Every child has an individual profile and a record of learning that is first class. Staff have a wealth of knowledge of every child's needs and future needs. Relationships with parents are exemplary and make a highly innovative contribution to meeting all children's needs. Parents chat on a daily basis and during parents' evenings. They contribute to learning journeys, and the 'progress check at two years', actively contributing to their child's learning and progression. Furthermore, exceptional links with the early years manager in school, who fully contributes towards learning activities, mean that children are exceptionally well prepared for school and their next stage of learning.

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

Staff support children to feel extremely secure and comfortable with routines and there are superb, close relationships with children and their key person. Children respond to appropriate boundaries with dynamic encouragement and support. They fully engage in their activities and experience very rich, varied and imaginative learning opportunities. To help prepare children getting ready for school, staff work extremely closely with the school and have devised very effective transition strategies in partnership with parents. Relationships with parents are exemplary and make a highly innovative contribution to

meeting all children's needs. Children form strong, secure emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. The sensitive, caring interaction between staff and children ensures that all children form positive and trusting relationships. Children settle exceptionally well, because staff find out very meaningful information from parents about their child, to ensure all children's needs are known and effectively met.

Staff effectively promote children's independence and sense of responsibility through a fantastic balance of child-initiated and adult-led experiences. For example, at snack times, children help to serve their own food and choose from a very healthy, highly nutritious menu. Children enjoy the meals and all eat competently, using appropriate cutlery. Staff act as excellent role models, helping children to learn how to be healthy, such as washing their hands before snack and positively promoting healthy foods. Children are able to manage their own self-care appropriate to their age, because staff provide highly effective guidance and give them time to complete tasks. For example, children competently serve themselves a range of foods and children take it in turns to be snack monitors, which helps them prepare for school.

Staff role model and use positive communication strategies, to help children understand about acceptable behaviour. Behaviour management training is extremely well embedded and staff share their excellent knowledge to support parents' understanding of positive behaviour management. Consequently, children's behaviour is outstanding. Children learn about keeping safe through highly effective teaching strategies. For example, staff role model very effectively how to develop ways of challenging learning and development, safely. For example, completing an 'obstacle course' in the garden, negotiating a range of levels and surfaces, therefore, children learn how to understand the world in a well-organised, risk assessed environment. This ethos is consistent throughout the nursery, resulting in outstanding progress in personal, social and emotional development for all children.

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

Safeguarding procedures are outstanding. All staff prioritise children's safety and have an excellent awareness of safeguarding issues. They are competent in the procedures to follow and who to contact in the event of any concerns about children or colleagues. Staff are fully aware of the nursery's designated child protection managers and the process to follow if they are concerned about any issues within their practice. Managers continue to monitor staff performance and ensure that staff are deployed effectively according to qualifications and experience with specific age groups of children. All staff have undertaken safeguarding training externally and all staff follow strict procedures and policies to protect children at all times. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out. Extensive risk assessments for all areas of the building, the outdoor area and resources ensure children's safety remains paramount. Robust recruitment and vetting systems ensure all adults working with children are suitable to do so.

Exceptional support and liaison with a wide range of professionals has enabled staff to implement the Early Years Foundation Stage with significant confidence. As a result, they have an excellent understanding of the requirements to effectively monitor all children's skills, abilities and progress. Interventions are sought at the early stages to identify any support required, which results in children's needs being met effectively and relevant support services involved. Leadership is inspirational and self-evaluation is well-documented and highlights the strong emphasis on maintaining high levels of achievement for all children. Strengths and weaknesses are clearly identified and focused improvement plans are in place to secure continuous improvement. The process for self-evaluation within the nursery incorporates the views of staff, children and parents. The staff team share a vision to provide an excellent service for the children and their families thus making a positive difference to their lives. They are highly motivated in their continuous professional development and are continually seeking ways to improve. Effective systems are implemented to enable staff to continually evaluate their practice. This is achieved through high quality systems for professional supervisions, peer observations, staffs' self-appraisals and discussions during meetings with the managers and the early year's teacher. The system of evaluation of staff performance through peer observation is robust and fully encourages staffs' continued professional development in order to learn through honest and critical reflection. A wealth of training for all staff, has contributed towards the successful implementation of the Early Years Foundation Stage.

Highly effective partnerships between parents, external agencies and other providers are evident and well established. These contribute to meeting children's individual needs effectively. There are excellent relationships with health visitors due to the commitment of the manager in ensuring that a holistic approach to supporting all children's needs is in place. The nursery works extremely closely with the school's early years manager and team, who provide training and support. Staff have outstanding relationships with parents. Effective communication systems ensure that parents are kept fully informed of their children's progress. Photographs and informative displays cover the walls. These illustrate the breadth of activities that children are actively involved in during their time at the nursery, accompanied by explanations relating to how children learn. Parents contribute extensively to the initial assessment of their children's starting points on entry. They are also provided with a variety of opportunities to support and share information about their children's learning and development at home and invited to participate in a wealth of activities, shared with their children and staff, to support children's learning and development at home. Children are extremely well prepared for their next stage in learning and well prepared for their transition to school. Targeted learning programmes and children's development is shared with other providers. As a result, there is consistent, secure support for children with any identified needs and therefore, all children's needs are exceptionally well 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	EY466172
Local authority	Sefton
Inspection number	930665
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	28
Name of provider	Bishop David Sheppard Church of England Primary School
Date of previous inspection	not applicable
Telephone number	01704 227987

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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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