

Bushy Leaze Nursery School

Bushy Leaze Early Years Centre, Eastbrooke Road, ALTON, Hampshire, GU34 2DR

Inspection date

Previous inspection date

22/01/2014

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

- Staff use their excellent knowledge of children's individual development to adapt activities and provide outstanding support that helps children make rapid progress in relation to their starting points.
- The quality of teaching is consistently of a very high standard and is worthy of sharing with other providers.
- Children are provided with an exciting range of indoor and outdoor activities and resources that inspire them during their play.
- Children's individual needs are exceptionally well met due to the excellent two-way flow of information between parents, other agencies and the early years centre where the nursery school is located.
- Staff have an excellent understanding of their responsibility to safeguard children's welfare.
- The governors and managers of the nursery school drive improvement consistently to maintain the highest levels of achievement for all children, including children with special educational needs and/or disabilities.

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 activities in the three indoor play areas and outside play area.
- The inspector completed a joint observation with the manager in the ball pool room.
- The inspector talked with staff, children, a parent/governor and the managers at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of suitability and qualifications of staff, the provider's self-evaluation form and improvement plan.
- The inspector took account of parents' views spoken to on the day of the inspection and from documentation.

Inspector

Catherine Greenwood

Full report

Information about the setting

Bushy Leaze Nursery School registered in 2013. The nursery operates within Bushy Leaze Early Years Centre in Alton, Hampshire and is managed by the governing body of the centre. The nursery is registered on the Early Years Register and provides sessional care for children aged between two and three years. Provision is within the existing maintained nursery school. The nursery operates each weekday between 8.45am to 11.45am and between 12.45pm to 3.45pm. term time only. A lunch club operates daily from 11.45am to 12.45pm. Children have access to three separate activity rooms and are based in a room that includes the early years age group. They also have access to a sensory room and ball pool. There is an area available for outdoor play, an adventure trail and a vegetable plot. The nursery is in receipt of funding for the provision of free early education to children aged two years. There are five children on roll aged two to three years. The nursery supports children with special educational needs and/or disabilities. There are 14 members of staff who work the early years age group where the children aged two to three years are part of this group. All staff have appropriate qualifications to at least level 2 and 3 and above. The manager has qualified teacher status and another member of staff has early years professional status. The manager is also referred as the teacher in charge of nursery in the following report.

What the setting needs to do to improve further

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

- increase the range of resources that reflect positive images of today's diverse society, to strengthen children's awareness of difference and the needs of others.

Inspection judgements

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

The quality of teaching is outstanding. Staff have an exceptional knowledge of children's individual needs and can clearly identify the rapid progress that children make in relation to their developmental starting points. Staff complete detailed assessments and identify next steps for children's learning. Staff adapt activities and their approach successfully so that all children, including those with special educational needs and/or disabilities, are fully engaged and included. For example, they mark posts and areas of the nursery school so that children who are visually impaired can move around safely and confidently. Staff are extremely receptive and responsive to the choices children make during their play. Staff ask open questions skilfully to encourage children to consider their approach to activities. Consequently, children are well supported and inspired in their learning, which enables them to develop the skills they need for their future and starting school.

Some children show a strong exploratory approach as they choose to play indoors and outdoors. For example, they are enthusiastic as they pretend to repair a toy car and run their hands through large wind chimes to discover the sounds they make. They proudly show adults their attempts to use hoops and can run, climb and jump independently. Staff work with a mobility officer who visits the nursery school to focus on some children's physical development. Together they find ways to use resources according to children's individual level of development to help children develop confidence. For example, they show children how to use their hand to protect their upper body while playing with balls outdoors. Some children show excellent confidence as they talk to staff, listen carefully to what they say and follow directions, even while remaining deeply involved in activities. Children persist for long periods as they put their ideas into practice. For example, while exploring different coloured 'goo' and using spoons and their hands to transfer it into containers.

Staff provide excellent support for children during all activities and promote their learning in an exceptionally thoughtful and positive way. Children's personal, social and emotional behaviour is given careful consideration. Staff take children into quiet, calm areas of the nursery school for activities that focus on developing confidence and children's ability to concentrate as part of a small group. For example, children enjoy singing activities with puppets and dance to music using ribbons and scarves. Staff pay attention to how children engage in activities, the challenges they face and the effort, thought, learning and enjoyment they experience. They stimulate children's interest and encourage them to think about what they could do differently to achieve their aims, for example, when children decide to balance bricks, egg cups and pretend eggs to make their own constructions.

Parental involvement with parents and carers is excellent and staff strive constantly to involve them in all aspects of their children's care and learning. There are formal meetings every half term in addition to staff's daily communication with parents about children's individual needs. Parents are invited to share observations of children's progress at home and to take part in song and rhyme sessions in the nursery school. Staff work with the onsite children's centre to provide parents with support where necessary. For example, they help parents develop strategies to manage their children's behaviour and improve parent/child relationships. The special educational needs coordinator oversees the individual education plans for each child and meets with parents and other agencies who visit the nursery school regularly. Consequently, there is a unified approach to promoting children's learning and development.

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

Children are extremely happy and motivated in their play. There is a well-established key person system that helps children to form secure attachments with staff immediately. Staff are observant of children's behaviour and quickly intervene when needed, to help children to be tolerant to share the resources. This means that children learn to cooperate and are beginning to understand the need to take turns when using resources. Staff give children lots of praise, which successfully develops their self-confidence. Children form

exceptionally good relationships with staff and are happy to have their involvement in their play. Children are beginning to develop an awareness of their own feelings, and those of others, as staff focus on this area of their development.

The nursery school has just signed up to a local government initiative on healthy eating and exercise to promote children's good health. Parents are asked to contribute fresh fruit for snack times and children learn about healthy eating and good hygiene as they take part in cooking activities. Parents are invited to cooking sessions held in the children's centre, which gives them ideas for promoting healthy eating at home. Staff work extremely well as a team to provide children with a welcoming, exciting and stimulating learning environment. Children are provided with an outstanding range of indoor and outdoor resources to successfully capture their enthusiasm for learning. For example, they bang large outdoor drums to create different sounds, make discoveries as they run balls down sloping drain pipes and use telephones, clip boards and pens in a large outdoor wooden boat. Staff respond with enthusiasm as children splash through areas of soapy water in their wellington boots. Staff make excellent use of the undercover outdoor areas to provide a wide range of play experiences that inspire children to learn as much outdoor as indoors.

Staff supervise children extremely well and provide one-to-one support and guidance for children when needed. This helps children begin to learn about their own safety. The teacher in charge, who is also the special educational needs coordinator, provides staff with exceptionally good guidance. She works alongside the staff and shares information about aims for promoting children's learning and development. Staff plan a wide range of activities related to different cultural festivals. However, they have not extended the range of resources that promote positive visual images of difference, to build children's awareness and acceptance of a diverse society. Children move smoothly between the nursery school and local schools. Teachers visit the nursery school and attend multi-agency meetings with parents. Staff complete summaries of children's progress and share them with parents, carers and teachers before children leave. The nursery school is in the process of developing a format for all other early years provision to use, with the aim of creating a unified approach to reports about children's progress for when children move on in their learning or to school. Staff are consulting with all EY settings and reception class teachers in local schools to achieve this. Teachers visit before children start school to observe them during play and talk to staff about children's individual needs.

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

Staff have an excellent understanding of the procedures to follow if they are concerned about a child's welfare. Meetings are held with children's key persons to monitor children's well-being and review staff understanding of safeguarding procedures. The governors of the nursery school complete an annual safeguarding audit for the local authority, to ensure requirements are met. There are robust recruitment procedures in place to ensure staff are suitable to work with children. All staff and governors have had appropriate checks completed. Staff work closely with Bushy Leaze Early Years Centre, where the

nursery school is co-located, to offer funded places for children aged two years. This is a pilot scheme which will be reviewed as part of a two year plan to increase places. The early years centre is extremely well established, resulting in the children and families benefiting from their good practice and expertise. Children's safety and security is well maintained. Staff complete risk assessments for the premises and outings, for example, in relation to visits to a local woodland area. They complete individual assessments for children who have particular needs. For example, to adapt fire evacuation procedures and ensure children do not panic or become distressed.

The head of the early years centre has an excellent understanding of the responsibility to ensure the nursery school meets the safeguarding and welfare and learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. The manager works alongside staff and uses her extensive expertise to provide a good role model for all staff. Staff attend regular training that enhances their practice, for example, on the provision for children aged two to three years. This has enabled them to identify how children can use resources in different exploratory ways. The head of the centre and two other staff have recently taken the lead on delivering training sessions on the characteristics of effective learning. Consequently, staff have developed the assessments of children's activities they share with each other to plan future activities. This training was extended to other early years provision. There are clear, effective systems in place for staff appraisal with targets for children's communication and language development as the main focus. Senior staff have attended related training that has been shared with all staff. This has enabled them to provide a unified approach to promoting this area of development. As a result, staff now take it in turns to introduce targets with small groups of children and share the success of these activities with parents. Appraisals are used effectively to ensure staff continue to be suitable to work with children and the nursery school renews staff checks at regular intervals.

Staff use home visits to assess children's individual needs and how activities can be adapted to meet those needs. The head of the centre coordinates and monitors children's individual progress to see if they are reaching expected levels of development. Staff use this information to develop termly action plans for promoting the next steps for children's learning. The nursery manager monitors staff's written observations and assessments and uses these to discuss children's progress with key persons. Since registration, the nursery school has obtained an electronic tracking system for monitoring children's communication and language development. This system allows early intervention and support for children, to close gaps in this area of their development. It will soon be used for monitoring all areas of children's development. The head of the centre produces an overall tracking analysis to take to governors' meetings, which shows that children make significant progress in relation to their developmental starting points.

Processes for self-evaluation and continuous improvement are exceptional. The governors review and discuss self-evaluation targets for the nursery school and meet regularly with the personnel and curriculum committee. This enables them to discuss and assess how the needs of children aged two to three years are met, including their integration within the larger early years group. Since registration, the provision has established a parents and carers early education partnership group, which offers advice and support.

Staff monitor and evaluate the quality of the provision consistently to drive improvement. The local authority carries out an annual learning partner review of the provision, as a result of the nursery school needing minimal support to drive improvement. The head of the centre finds this helpful as it focuses on areas of development that the local authority and nursery school have identified together. Partnerships with other agencies are excellent. Speech and language therapists, a music therapist, an occupational therapist, a physiotherapist, an advisory teacher for visual and hearing impairment, educational psychologists and the mobility officer visit the provision regularly to work directly with staff and children and observe progress. The nursery school requires parents of all children aged two to three years to attend a parenting course in the children's centre prior to, or during, children's settling-in times. This enables early intervention and provides support for families who are vulnerable. Parents and carers comments during the inspection show they are extremely happy with the nursery school provision. For example, they say the staff are very supportive. Parents know they can ask staff anything. Parents comment that they can discuss their child's progress every morning and there is a home school link book they can write in.

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	EY462462
Local authority	Hampshire
Inspection number	925290
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	12
Number of children on roll	5
Name of provider	Bushy Leaze Early Years Centre Governing Body
Date of previous inspection	not applicable
Telephone number	01420 87675

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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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