

# Newall Green Primary School

## Sure Start Provision

Newall Green Primary School, Firbank Road, MANCHESTER, M23 2YH

<b>Inspection date</b>	27/01/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 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

- Children are happy and confident. Practitioners take time to get to know the children well and develop good bonds with the children.
- Teaching is good. Practitioners are skilled at extending children's learning through play, intervening when appropriate and asking robust questions.
- Children are effectively safeguarded because all practitioners are well informed about child protection issues. The management team ensure that all practitioners fully understand how to keep children safe.
- Partnerships with parents are well established. Parents are well informed and are encouraged to spend time with their children in the setting.

#### It is not yet outstanding because

- There is scope to enhance the environment with more print to further support children's early reading skills.
- There are fewer accessible resources and tools for children to make marks and develop their early writing skills.

## 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 throughout the setting in both indoor and outdoor spaces.
- The inspector spoke with the head teacher, manager, practitioners and children at appropriate times throughout the session.
- The inspector looked at documentation including children's records, learning and development information, practitioner records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the providers self-evaluation form.

## Inspector

Nicola Kirk

## Full report

### Information about the setting

Newall Green Primary School Sure Start Provision was registered in 2013 on the Early Years Register. It is situated in a room in Newall Green Primary School in the Wythenshawe area of Manchester and is managed by the school. The nursery serves the local area and is accessible to all children. It operates from one playroom and there is an enclosed area available for outdoor play. The nursery employs three practitioners. Of these, two hold appropriate early years qualifications at level 3 and the manager holds Qualified Teacher Status.

The nursery is open Monday to Friday, from 9am to 11.30am and 1pm to 3.30pm, term time only. Children can attend for a morning or afternoon session. There are currently 16 children attending who are in the early years age group. The nursery provides funded early education for two- and three-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- enhance the stimulating environment by adding more print to further support children in developing early reading skills
- increase the accessible resources to support children in making marks and developing their early writing skills.

### Inspection judgements

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

Practitioners plan a range of experiences across all areas of learning, related to children's interests, so that children make good progress from their starting points. A robust system, which includes regular and detailed observations, ensures that practitioners accurately assess children's progress and clearly identify children's next steps in learning. Practitioners successfully use these to guide future planning so that children thrive. Practitioners regularly moderate and evaluate the coverage of the educational programme so that any gaps in children's learning are promptly identified. Practitioners use comprehensive progress checks at age two and their observations of all children, to ensure that all children receive additional support if required. Practitioners work consistently with early years professionals to maintain continuity in children's learning and

development.

Children make good progress in communication and language. Practitioners continually extend children's vocabulary while they are playing. Children enjoy listening to stories at group time and practitioners use props to actively involve all the children in retelling the story. Children later have an opportunity to play with these props and act out their own version of these stories. They enjoy playing with practitioners who enthusiastically pretend to be characters from the story. However, there is scope to enhance the environment by adding more print to further develop children's early reading skills. Children enjoy making marks with paint, chalks and use their fingers to make marks in shaving foam. Some children are confident to ask adults for pencils and paper to make marks in the role play area, which is promptly found and added. However, there is scope to increase the amount of resources for children to make marks so all children have access to a variety of different opportunities to make marks and develop their early writing skills. Children are making rapid progress in their personal, social and emotional development. Practitioners are good role models. They encourage children to share and help them to become independent in solving minor disputes. They encourage children to take turns and play games together through playing card games, such as snap. Children are developing their physical skills and enjoy playing outside with practitioners. They play games with balls, encouraging children to take turns and play together. They develop balance and coordination through climbing, riding bicycles and cars and playing on balance toys. They use the outside to enhance the activities inside, for example, they hide items from the story, and make a fun treasure hunt game. They enjoy using paint brushes and buckets of water outside to wash the toy cars. Children's fine motor skills and hand eye coordination are developed through picking up interesting objects with tweezers and prongs, pouring water in the water tray and using small spoons in the sand tray.

Teaching is good. All practitioners are aware of children's next steps and are skilled at intervening appropriately and extending children's play to ensure they make good progress. They encourage children to actively engage in solving problems, asking questions, such as 'How can we wash the cars?' They make good progress in all areas, preparing them well for their next stage of learning. Children who speak English as an additional language are supported through practitioners learning songs and key words in their first language. Parents share information about their children's interests and starting points as they complete an 'All about me' form when their child starts. Parents contribute regularly to planning and share learning from home. Each child has their own learning journey, which includes photographs, observations and children's art work. Parents are encouraged to stay at the beginning of the session and add to these journals with their children. This encourages children to reflect on their learning with their parents. Practitioners also use a computer application to share observations and next steps in learning, which parents can access and contribute to at home. This all ensures a common shared approach to supporting children's learning.

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

Children are happy and confident. As the setting is small, children quickly develop a good bond with all the practitioners. The practitioners are sensitive to the children's needs and demonstrate that they know children and their families well. Practitioners work with each family when they start attending to help them settle in successfully. Parents are encouraged to stay for as long as they need to help settle their children. Parents are also welcomed and encouraged to stay and play with their children at the beginning of the sessions. Children are very confident to approach practitioners to ask for items they want and to initiate conversations. This contributes significantly to children feeling a sense of belonging in the setting.

The children are learning about how to keep themselves safe because they are reminded how to use the outside equipment safely. Children behave very well. They understand the expectations for behaviour and they are clear about the routines of the day. Children's growing confidence is promoted through them being supported to be independent and to make choices. For example, they choose what type of fruit they want to eat, peel it themselves and tidy up independently when they are finished. Children enjoy a social group occasion for snack time. Children are provided with a good range of healthy foods for their snack and the practitioners support their learning through talking to them about the benefits of making healthy choices. Children's well-being and self-esteem is supported through constant praise from practitioners. Children have continuous access to playing outside and are able to make choices on what they want to play with, ensuring children's needs are met. The flexible routine means that children are not interrupted too often by adult directed activities and have time to extend their play. Children are subsequently engaged in learning for prolonged periods of time.

Children are very well supported in their transition to school. The practitioners are part of the school team, this supports children to have a successful move. To help with the children's preparations the manager has meetings with the school nursery teacher. The teacher visits the children at the setting and the children have lots of opportunities to visit the school.

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

The manager has a good understanding of the safeguarding and welfare requirements. She takes effective steps to minimise risks to children to promote their welfare. The school are responsible for recruitment, vetting and induction of practitioners and have robust systems in place. Procedures for safeguarding children are good as practitioners understand their responsibilities and are aware of the procedure to follow should they have a concern. All practitioners have completed safeguarding and first-aid training and understand their responsibilities to provide safe play environments for the children. The manager ensures practitioner ratios and levels of supervision are good at all times. Children play in a secure, safe environment where practitioners complete daily safety checks and regularly review risk assessments to promote their welfare. All practitioners regularly meet to discuss planning and assessment, this ensures that practice is consistent and they display an accurate understanding of all children's skills, abilities and progress.

There are robust systems in place to track children's progress, which clearly identify any gaps in learning. This system allows the manager to compare the progress of different groups of children. This information is then used to inform the programme of learning and ensure all children make good progress.

The manager is a qualified teacher who demonstrates a good understanding of the Early Years Foundation Stage and her responsibility to promote the learning and development of all children. The manager monitors practitioners' performance, both informally through working alongside the practitioner and more formally through the school's annual appraisal system. Practitioners are supported to attend relevant courses and gain additional qualifications. This programme of professional development enhances the knowledge, understanding and practice of practitioners. The manager uses regular meetings to discuss and share any ideas to further promote effective outcomes for children. The nursery is included in relevant school training and meetings. The manager and practitioner team demonstrate a commitment to the ongoing development of the whole provision and strive to identify priorities for improvement. The self-evaluation processes actively contribute to sustaining the effective provision and the good service they provide. This evaluation incorporates the views of children, parents, practitioners and other professionals.

Partnerships with parents and carers are a clear strength of the nursery. Parents praise the 'warm and friendly' team and the progress their children are making. Parents comment how involved they are in their children's learning. The nursery runs workshops for parents to support them in learning about the Early Years Foundation Stage. Practitioners keep them informed about their child's learning through daily verbal feedback, learning journals, photographic displays and an online profile. Parent consultations also take place during the year to formally share information about their child's progress in the nursery and at home. Links with other agencies involved with the children, for example, speech therapists and educational psychologists, are well established. These strongly support practitioners in meeting all children's individual needs. Information sharing is flexible and valued and this eases the move to other settings or to school for the children.

## 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>	EY466306
<b>Local authority</b>	Manchester
<b>Inspection number</b>	931291
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Newall Green Primary School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0161 437 2872

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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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