

Grace Owen Nursery School

Hague Row, SHEFFIELD, South Yorkshire, S2 5SB

Inspection date

Previous inspection date

04/02/2014

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	1
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

- A very strong focus on developing communication and language skills means all children are making swift progress in their acquisition of English.
- Parents are actively involved in their children's learning and as a result, they can give their children high levels of support at home.
- The management team have an excellent understanding of the community they serve and this means they can adapt their service to meet the changing needs of the families who use it.
- Rigorous monitoring accurately identifies strengths and weaknesses. This facilitates a focused action plan that prioritises areas of weakness and underpins a constant drive for improvement.
- Outstanding partnerships with parents, schools and other professionals means there is a comprehensive package of care in place to protect children and to fully support their continuing health and well-being.

It is not yet outstanding because

- Occasionally, starting points are not discussed with parents who do not speak English and this means planning for those children is not, always, fully effective in supporting their learning when they first enter the nursery.
- On occasions, practitioners overlook children's cues during their play and this means they miss opportunities to question and fully explore children's ideas.

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 observed activities in the three playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and the early years professionals.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.
- The Inspector held meetings with governors of the school and the Executive Head Teacher.

Inspector

Nicola Dickinson

Full report

Information about the setting

The childcare element at Grace Owen Nursery School opened in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childcare provision is situated within a school setting in Sheffield. It serves the local area and is accessible to all children. It opens five days a week from 8am until 6pm for 50 weeks of the year. Children attend for a variety of sessions. The nursery operates from three rooms and children have access to an enclosed outdoor play area.

The nursery employs 18 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including one with Qualified Teacher Status. There are currently 133 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-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 already robust planning and assessment by exploring ways in which more detailed information about children's starting points can be obtained from parents who do not communicate using English so that planning is tailored to meet each child's individual learning needs when they first enter the nursery
- be more perceptive to children's cues during free play and extend the use of open-ended questioning to help children fully explore their ideas and knowledge, and share their learning experiences in more detail.

Inspection judgements

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

Grace Owen Nursery School is a welcoming and lively nursery. Practitioners have a comprehensive knowledge of the Early Years Foundation Stage and this means they can provide children with a wide range of stimulating activities that capture their interest and motivate their learning. Children's communication and language skills are promoted by practitioners through lively story times, everyday discussions and small group sessions. Sign language is used throughout the nursery and practitioners skilfully use props and physical gestures to support children's developing understanding of English. The nursery works in partnership with speech and language therapists to support language

development with children who have difficulty communicating through spoken language. As a result, children who enter the nursery below the expected targets for their age are making swift progress and the gaps are narrowing. All children have access to a wide range of resources that promote their independent explorations and in most instances, their learning through play is very well-supported. For example, babies enjoy the sensory experiences of painting with their hands. There are occasions where practitioners miss children's cues, for example children take an interest in how the sand falls when they throw it in the air. The practitioner overlooks the opportunity to extend their learning further and this means children's investigations are not fully explored.

The nursery school is federated with a local primary school and they also work closely with other schools to plan educational programmes that prepare children for moving on to school. Children in the preschool room benefit from educational programmes that are delivered by a knowledgeable and experienced qualified teacher. This means they have a very good balance of adult-led learning and child-led play that helps them to make rapid progress towards the early learning goals. Children's knowledge of early mathematics is promoted during activities where they learn to count and identify more complex shapes. Their early literacy skills develop as they learn to recognise letters and write their names. Daily routines, such as mealtimes reinforce their learning when they try to find their name at the table. They develop their understanding of technology by using computers to play games and solve puzzles. As a result, children are developing the skills they will need for their learning in school.

The nursery has very robust partnerships with parents. They are invited into the nursery to participate in activities with their children. They are welcomed to stay with their children and experience their learning environment and this means they understand how high quality teaching supports children's learning. A full programme of adult learning, such as cooking classes provides them with the skills and knowledge they need to support their children's learning at home and as a result, children enjoy continuity in their learning. Parents value highly the support they receive from practitioners and they comment that 'the staff are brilliant', 'they offer excellent levels of support to parents', and 'they make learning fun'. Through termly newsletters, parents are kept informed about topics their children are investigating, such as the changing seasons, and activities are shared with them to help them support their children's learning at home. Practitioners work closely with parents to find out about children's interests and establish their next steps in learning. Through regular discussions, parent afternoons, and the use of 'wow boards', information about children's learning is continually updated. By sharing information in this way practitioners can plan educational programmes that are tailored to target the needs of each child and focus on the skills they have already acquired. In most instances, starting points are obtained from parents before children enter the nursery. However, where there are difficulties in communication because parents do not speak English, there are occasions when children's starting points have not been discussed. There is little impact on children because baseline assessments are completed by key persons to ascertain their level of development. Nevertheless, this means planning is not tailored to children's individual needs when they first enter the nursery because key practitioners do not have detailed information about the skills they have already acquired.

Tracking and assessment of children's progress is detailed and accurate. Learning records

are accessible for parents to view and regular discussions with key persons keep them informed about how their child is meeting the expected milestones for their age. Parents feel they are kept very well-informed about their children's progress through daily discussions and regular parent evenings. Key persons demonstrate they have a good understanding of where each child is in their development. This ensures children are provided with educational programmes that offer them challenge and enhance their learning experiences, because they reflect their preferences for learning. For example, children enjoy a wide range of adult-led activities in the outdoor area, such as team games. The nursery has excellent partnerships in place with other professionals and the local primary schools. Comprehensive tracking of children's progress ensure information shared about children's learning is correct and precise. The required progress checks at age two have been completed and shared with all relevant partners, thus ensuring children who need early intervention are quickly identified. This ensures systems put in place to support them are timely and effective.

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

Children's safety and protection is given the highest priority without limiting their independent investigations because practitioners are attentive at all times, ensuring children are well-supervised and kept safe. They enjoy outdoor play and learning in all weathers. This means they develop physical skills, while learning how exercise contributes to their overall health and well-being. They explore growth and change through a range of activities. For example, they explore the lifecycle of a caterpillar as it changes into a butterfly. Practitioners help them to make superb connections to their own development as they examine how food and sleep helps them to grow. Children are encouraged to risk assess for themselves and consider the needs of others. They expertly negotiate the different levels of the playground as they run around and explore. They are taught to use climbing equipment safely and they develop spatial awareness while using ride-on toys. Children enjoy a wide variety of healthy meals provided by the school meals service. Alternative options, such as vegetarian meals are offered and this helps children to make choices about the food they eat. Discussions at meal times help children to understand how making healthy choices promotes their overall health and well-being. Children learn about personal hygiene through everyday routines and as a result, they are highly independent in attending to their own self-care needs when they move onto school.

The high levels of care children experience from affectionate practitioners is highlighted by parents as an outstanding feature of the nursery provision. Parents comment that the nursery is like 'home from home', and 'they do the things that sometimes a busy mum is too tired to do'. When children enter the nursery, the short settling-in sessions they enjoy with their parents, help the smooth transition, providing some continuity in their care. Parents are reassured during children's initial visits, when they attend the nursery for the first time without them, because they are welcome to stay in the meeting room where they are available if needed. A strong key person system is implemented by practitioners who understand how robust relationships promote children's well-being. This ensures children develop secure attachments early in their care and receive high levels of support at all times. Children in the nursery demonstrate they are very confident and self-assured

and they are keen to invite visitors to join in with their learning experiences. The nursery welcomes children with complex needs and there is a comprehensive structure of support in place for them. It shares its outstanding practice by placing specialist practitioners with other early years providers to help them develop high standards of care for children with special educational needs and/or disabilities. The support children receive to get them ready for transition into school is very good. Nursery routines, such as setting tables and ringing the bell at the end of playtime familiarise them with the routines they will experience in school. The Early Years Foundation Stage teachers from a number of schools visit the nursery to meet them. As a result, they are well-prepared for the changes because they have support from familiar adults when the time comes for them to move on.

Children attend the nursery from a diverse cultural community and they develop their understanding of equality and diversity through a wide range of activities, including role play and activities they enjoy in the community, such as charity events. Through highly effective teaching children begin to understand the needs of others and this is helping to prepare them for the larger social environment of school. Children are learning to embrace each other's differences and this is demonstrated through the very strong peer relationships they have both with adults and each other. Strategies for managing unwanted behaviour are implemented effectively and children receive clear and consistent messages. They are taught to understand the consequences of their behaviour and the effect their actions have on others for example, if they hit another child. As a result, children are developing a thorough understanding of right and wrong and this means behaviour in the nursery is very good. The nursery helps parents to implement routines at home, such as regular bedtimes and parents value the support given to them.

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

Rigorous recruitment and induction procedures are in place to ensure practitioners are suitable to work with children. Clear lines of accountability ensure children are kept safe and practitioners are vigilant. They have a comprehensive understanding of child protection issues and children's safety is given utmost priority. All practitioners have attended safeguarding training, and senior practitioners have completed advanced safeguarding training, to develop their knowledge of how to keep children safe. Detailed risk assessments are in place to ensure children are kept safe both on the premises and during trips. There are 14 members of staff who hold a current first aid certificate, which means that they can give suitable treatment if there is an accident to a child. Safeguarding procedures are strictly adhered to and detailed records of visitors are maintained. A register of the children's attendance, including when they arrive and leave, is in place. Staff sign in and out and this ensures ratios are maintained.

The new management structure of the nursery is led and supported by an executive head teacher and a board of governors. The management team is exceptionally motivated to drive improvement and continually raise the already high standards of the nursery provision. They have a comprehensive understanding of the community they serve and

constantly adapt the provision to meet their needs. They are keen to share outstanding practice with other providers and have worked extremely hard to promote the provision of places for children who are eligible for two-year-old funding. They have also prioritised the building of partnerships with the other schools who are part of the federation and executive partnership. As a result, teachers from the local schools visit the nursery to meet children prior to them starting school and this helps to support children when the time comes for them to move on. A rigorous monitoring process facilitates an accurate assessment of strengths and weaknesses. This means swift and effective action is taken to address any areas identified for improvement. For example, improving the outdoor provision to offer children more choices in their play.

To ensure high standards are maintained, all users of the nursery, and practitioners, are actively involved in evaluating the provision. Parents are included in the governing body and they are proactive in tackling any underperformance. The management team seeks parents' views by finding out about their preferred method of communication, such as text messaging and they are invited to monthly coffee mornings, thus promoting a two-way flow of information. It supports parents' understanding of the nursery's practice by providing copies of the policies and procedures and they demonstrate a thorough knowledge of the service provided. The management team recognises the strengths of the nursery staff team as a whole and acknowledges that through a difficult period of transition, awaiting the move to new premises, they have continued to prioritise the needs of the children and families who use their service. The management team has an excellent understanding of the learning and development requirements. A robust mentoring system for practitioners ensures there is a constant drive to improve performance. Weaknesses in teaching are identified and as a result, training programmes are targeted to tackle any underperformance and improve the abilities of practitioners who are already skilled. Performance management systems ensure planned educational programmes are closely monitored to make certain they offer children challenge and promote their continuing progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY283219
Local authority	Sheffield
Inspection number	819997
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	133
Name of provider	Grace Owen Nursery School Committee
Date of previous inspection	not applicable
Telephone number	0114 2722541

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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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