

The Priors School Nursery

Priors School, School Lane, Priors Marston, SOUTHAM, Warwickshire, CV47 7RR

Inspection date

Previous inspection date

12/02/2014

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	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

- Teaching is very good and all children make very good progress as a result of effective planning and assessment.
- Children are safe at the nursery, as the management team ensures staff understand and implement rigorous policies and procedures.
- The effective use of a wide range of good quality resources means that children develop their own learning styles and creativity.
- Children's behaviour is excellent. They are polite and form good relationships. Staff are caring and meet all children's needs so that they are emotionally very secure.
- Leadership and management is strong, which leads to very effective systems for monitoring and self-evaluation. This means there is continuous improvement in the high quality provision.

It is not yet outstanding because

- There is scope to find even more successful ways to fully involve all parents in their children's learning.

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 playrooms and the outdoor play area, including a joint observation with a member of staff.
- The inspector held meetings with the early years coordinator and the staff of the nursery.
- The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the nursery and a range of other documentation.
- The inspector also took account of the views of parents and carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full report

Information about the setting

The Early Years Foundation Unit at Priors School was registered in 2009 on the Early Years Register. The established independent school has charitable status and offers care and education to children aged from two to eleven years. The Early Years Foundation operates from a dedicated area of the school with all the required facilities. The school is situated in the village of Priors Marston, Warwickshire. The nursery is accessible to all children. It opens each weekday in term time with sessions from 9am to 12pm and 12pm to 3pm. Children can stay for lunch between 12pm to 1pm. Children attend for various sessions and full days. There is an enclosed area available for outdoor play.

The nursery employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3. One member of staff holds Early Years Professional Status. Children attend for a variety of sessions. There are currently 27 children attending who are within the early years age range. The nursery provides funded early education for three- and four-year-old children. It supports a number of children for whom English is an additional language. It receives support from the local authority.

What the setting needs to do to improve further

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

- find even more successful ways to fully involve all parents in their children's learning to develop the already strong relationship even further.

Inspection judgements

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

Staff assess children when they first start at the nursery and use information from parents to establish a clear starting point for children's learning. They record their observations of children, which form ongoing assessments and these are reviewed each term so that any gaps in learning are identified and addressed. Staff know children very well, which means they plan the next steps in their learning and build on these throughout their daily routines and activities. The toys and resources are easily accessible to children and there is a good balance between adult-led activities for older children and more child-led play for the younger children. There are strong partnerships with parents and they are encouraged to share daily information with staff about children's achievements. A diary is written in by both staff and parents to extend this, so that staff know what children achieve at home. Parents are very well informed about children's learning and progress and they are invited to attend 'stay and play' sessions to see how children learn through play. Staff guide them on how to support children's learning at home and give children books and other

resources to take home. However, there is scope for staff to continue to find more effective ways to involve all parents in their children's learning.

The reception children engage enthusiastically in a mathematics lesson. They solve simple addition problems with the help of a number chart and take turns to write their answers on the board. They work together to count and play a game to identify the missing numbers on the chart. Children recognise and write numbers and most are able to complete written problems successfully. Staff help younger children to count and use mathematical language as they ask children which animals in a story are taller or shorter. They count the toy animals, as they choose which one they want to hold during the story, then say which was first, second and third in the story. All children learn to recognise their names on their cards and the sounds and shapes of other letters and familiar words. They make marks and practise writing in the Chinese restaurant role play area and at the writing table. They choose from a wide range of media and paper and from an extensive range of creative and malleable materials, sand and water in the 'messy room'. A three-year-old child enjoys making snakes with blue play dough and says the dough is 'too squeezezy'. Two- and three-year-old children play in the sand tray with a member of staff, who encourages them to choose toys to hide in their sandcastle. They tip the sand carefully from the sieve to find the cars. Other children are creative in their painting or enjoy learning about volume in the water play.

Children develop their physical skills very well as they use the various sizes of climbing and balancing equipment in the two play areas. A covered area means children can access the outdoors in all weathers and this is used very well as an outdoor classroom, with a sand pit and many activities. The reception children go swimming at the nearby leisure centre each week, which increases their confidence and skill. Children use the interactive whiteboard for mathematics, language and problem solving activities. This helps them to become used to using technology. Children for whom English is an additional language speak very good English, as well as their home languages, as staff use basic words in these and display them in the nursery. All children are very well prepared for school and for the next stage in their learning, as they become used to routines, learn to be independent and are taught the skills they need for the future. Teaching is very good and staff use the 'Time To Talk' programme to improve ways in which they develop children's language and communication skills. Children's vocabulary is very good for their ages and two- and three-year-old children use full sentences, which staff continue to extend. For example, a child holds up their picture and says, 'This is a plane'. Staff challenge children by asking children to retell a story in the right order. They use prompts and young children recount parts of the story well. All children are very engaged in their learning and concentrate well.

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

Staff encourage parents to share daily information about children's well-being and routines so that their needs are met. They work together to support children, such as by encouraging them to try different foods or in their self-care routines. Children form close bonds with their key person, who has very effective communication with parents. Children

are emotionally secure, as this is a small, friendly setting and staff are caring and aware of each child's needs. Children form very good friendships and enjoy working and playing together. Parents say children really look forward to going to the setting and seeing their friends and staff. Parents may stay as long as each child needs until they settle and are secure. Staff find out from parents whether children need a comfort toy, so they can use this if children are upset.

Some children bring their own lunches and others have school meals. These are well-planned and healthy and parents are encouraged to provide healthy lunches and snacks for children. Lunches are eaten in the school hall with the other children, so the younger ones become used to being in a larger room with older children. They access water from a cooler when they need it and are taught which foods are good for them and how to make healthy lifestyle choices.

Children's behaviour is exemplary and they are taught to be polite and respect each other, which they do. Children are frequently praised for trying hard and receive positive encouragement from staff, which increases their confidence and good self-esteem. Children are learning to be independent in dressing themselves and choosing activities or managing their time when they are given a task. They learn to manage risks safely as they use the climbing equipment or go for walks around the village. Transitions to school are exceptionally smooth, as most children continue at the same school. Some children move on to other schools, so staff invite the teachers to visit children and share information about their progress and needs. When children arrive at the nursery from another setting, staff make contact with their previous key person or teacher so that they continue to meet children's needs. This means they are secure and settled.

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

The school head teacher and the early years coordinator ensure that staff understand all policies and procedures with regard to safeguarding and child protection. They test staff regularly so that they know where to find the required information and know what to do in the event of a concern. Staff have recent safeguarding training and are vigilant in their supervision of children. The premises are secure and there are rigorous procedures for the collection of children and the recruitment of staff so that children are safe. Staff carry out daily risk assessments before children arrive and during the day, so that the premises and equipment are safe for children. Records are well maintained and analysed so that children's health is well protected.

Staff performance, planning and assessment are monitored very effectively by the head teacher and the early years coordinator. They observe staff performance and staff also carry out peer observations, which results in effective evaluations of teaching and planning. Staff reflect on their performance and targets are set as a result of observations and appraisals. Staff access regular training and shape their own professional development, which means they continually improve their knowledge and skills. Staff are very well motivated and work together and with parents and children to identify areas for

improvement through effective self-evaluation. This means that the high quality provision is maintained and improved so that children benefit from stimulating learning experiences.

There are good links with other local schools and early years providers with whom staff share some training, ideas and best practice. They contact other settings that children attend so they can share ongoing information about their progress and ensure that the assessments of both settings are consistent and children's learning is complemented. Home-school diaries are also shared between the settings and parents so that all important information is passed on and children's needs are 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	EY405146
Local authority	Warwickshire
Inspection number	870903
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	27
Name of provider	Priors Marston and Priors Hardwick School Limited
Date of previous inspection	not applicable
Telephone number	01327260527

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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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