

Newton Nursery

Newton Primary School, Hall Lane, NEWTON, Alfreton, Derbyshire, DE55 5TL

Inspection date	27/02/2014
Previous inspection date	06/11/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 are highly skilled in identifying and successfully minimising potential risks. Their knowledge of the signs of abuse and awareness of their responsibilities to protect children ensures that children in their care are fully safeguarded.
- Staff have developed their practice exceptionally well. They constantly observe children in their play, clearly identifying the next steps in their learning and plan highly effective activities. As a result, all children are making excellent progress in their learning and development.
- Children's social and emotional needs are met exceptionally well by staff. This is initially addressed with a well-planned settling-in procedure. Relationships are excellent and this fosters a sense of belonging and ensures that children are confident learners.
- The partnerships with parents are highly effective. Staff ensure that parents are continually actively involved in their children's learning and development.
- Staff continually support children's language development with full effect. Children speak with confidence and staff encourage them to think and extend their vocabulary because they ask open-ended questions and ensure that children are given time to think about how they want to respond.

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 toured the premises.
- The inspector observed practice and interaction between staff and children during play and at snack time.
- The inspector looked at a range of documentation including parents' written comments, policies and procedures.
- The inspector spoke with the manager and staff at appropriate times throughout the inspection.
- The inspector examined the children's learning development records and observation, planning and assessment procedures.

Inspector

Ruth Hudson

Full report

Information about the setting

Newton Nursery was registered in 2004 and is on the Early Years Register. It is situated in Alfreton, Derbyshire and is managed by a voluntary committee. The nursery serves the local area and is accessible to all children. It operates from a classroom in the local school and there is an enclosed area available for outdoor play. The nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday during term time only. Sessions are from 8.50am until 11.50am. Children attend for a variety of sessions. There are currently 31 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 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:

- consider enriching the sensory area in the garden, so that it can be used all year round to develop all the children's senses and excite their interest in the natural world.

Inspection judgements

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

Staff have an extensive knowledge of the Early Years Foundation Stage and an excellent understanding of how children learn. They have very high expectations of the children attending based on their assessments of the children's starting points. This is because they collect detailed information from parents when children start attending the nursery. These, together with their own initial observations and assessments, provide staff with a clear baseline for children's learning. Children's progress and development is observed and monitored extremely well with development records updated regularly and children's individual next steps in learning are fully included in the planning of further activities. This enables staff to plan rich, varied and imaginative experiences across all seven areas of learning. These are constantly adapted so that they fully reflect each child's individual play and learning needs. As a result, children make rapid progress in their learning and development. Children with special educational needs and/or disabilities receive timely interventions, because staff can easily identify any support they may require. This also ensures that children are extremely well prepared for their next steps in education.

Children have access to a stimulating environment both indoors and outdoors and enthusiastically choose from an excellent variety of activities and resources that are safe and meet their development needs exceptionally well. Staff consistently offer excellent support and they inspire and motivate children to get involved and learn. They skilfully

promote children's learning because they join in with children's pretend play when they are invited to do so, but also ensure that children are left to lead their own play. Communication and language development is exceptionally well promoted by staff. When they talk with children they ensure that any questions asked are open ended and that children are fully encouraged to think about how they want to respond. Children's physical development is given a high priority; the large outdoor area houses climbing and sliding equipment and a large range of wheeled vehicles. The children have built their own weather station and delight in measuring the rainfall and filling in the weather chart. They grow organic vegetables in containers. Quiet areas are available for children in this print-rich environment. However, there is scope to enrich the sensory area in the garden so that it can be used all year round to develop all the children's senses and excite their interest in the natural world.

Manipulative skills are practised daily, with excellent use being made of a full range of safe small tools and toys. Resources, such as paint, play dough, and cutting and sticking activities are always available. For example, children bake bread kneading and rolling the dough using a variety of tools to cut and shape the dough before baking. Opportunities for children to explore and investigate are superb. Children play with wood pellets and pine cones in a sand tray. They want to make their island higher and after discussions with staff and experimenting, they circle the pine cones carefully pouring in the wood pellets, delighting in their growing island and celebrating with staff. Staff extend the activity by asking what they think will happen if water is poured on them, encouraging children to problem solve and think critically. As water pours on the pellets, the children gasp in amazement as they expand and the texture changes. Skilful questioning enables the children to describe what they can see. Communication with parents is excellent with regard to sharing information to ensure that every child makes as much progress as they can. Parents are very actively involved in their children's learning in a wide range of ways. For example, they receive ideas about activities they can carry out at home with their child and regularly come into the nursery to discuss their child's progress. Regular newsletters and meetings result in outstanding partnerships with parents. Partnerships with other early years providers are highly effective in order to ensure consistency of care and learning.

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

Children's emotional well-being is extremely well supported through a highly effective and well-established key person system. They share very positive relationships with the highly skilled and approachable staff, who are caring and sensitive to each child's individual needs. Staff spend time talking to parents in detail about their children and provide a settling-in process to make sure every child feels especially secure. Children are extremely confident to try new things and fully participate in the exciting activities the nursery has to offer. All parents know who their child's key person is because there is a gradual settling-in procedure where staff, children and parents build relationships. During the highly effective settling-in period staff work with parents to understand children's individual routines and their starting points. This means they can support children to settle, while at the same time, engaging them in activities and learning opportunities that stimulate them and support them to learn and develop.

Children learn about expected levels of behaviour from the positive role modelling of practitioners and from each other. Children's behaviour is exemplary because practitioners provide clear boundaries and implement the behaviour management policy consistently throughout the nursery. Staff manage inappropriate behaviour in a calm, sensitive way that is appropriate to children's age and stage of development. As a result, the nursery is full of happy, settled and exceptionally well-behaved children. There is an excellent focus on outdoor physical activities and this enables all children to develop very good control of their bodies and to benefit fully from lots of fresh air. The attention given to promoting children's health is excellent. Meticulous systems are in place to ensure their individual health or dietary needs are met at snack time and practitioners are vigilant in promoting very good hygiene as a matter of course in their daily routines.

Children have excellent opportunities to learn about self-care from an early age. For example, children independently wash their hands after using the toilet and before eating. Children learn to behave very responsibly from a young age and to cooperate within a group. They show a high regard for keeping themselves and their environment safe and they are aware of others as they move safely around the nursery. Staff are extremely keen to allow children the opportunity to take calculated risks. They understand the importance of children learning through active play and talk about the safety implications of activities. As a result, children are developing excellent levels of safety understanding, confidence and self-esteem. These opportunities support children to develop skills for the future and learn how to keep themselves safe from harm.

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

The manager ensures safeguarding is given very high priority and all staff working in the nursery are fully aware of their responsibilities to protect children from abuse and neglect. The nursery has robust procedures for recruitment, vetting and induction to assess the suitability of staff working with children. All staff attend regular safeguarding training and hold a first aid certificate. Thorough and continuously updated safeguarding policies and procedures are known by staff and underpin the excellent practice. All documentation related to safeguarding and welfare requirements is completed to an exemplary standard to support the safe and effective running of the nursery. Comprehensive policies and procedures to promote children's health, safety and welfare are fully in place and are effectively implemented. For example, robust risk assessments of the premises and resources are in place. All accidents in the nursery are regularly monitored, enabling staff to act quickly to collate and analyse information and minimise further accidents. As a result children are kept extremely safe.

The manager and staff members use their wealth of experience and superb skills effectively to continually monitor the educational programmes successfully. Consequently, they ensure that children's care and learning needs are robustly addressed. Staff are highly successful in ensuring that all children make as much progress as they can in relation to their starting points. This means children make outstanding progress towards the early learning goals. A clear and comprehensive self-evaluation form has been

submitted to Ofsted. Staff have produced an action plan for further development of the nursery. Staff seek and welcome the opinions of parents in order to improve practice. Excellent procedures for monitoring, supervision meetings and appraisal are fully embedded. The information obtained from parents on their child's individual care and learning is comprehensive and communication between staff and parents is superior. This ensures that they work exceptionally well together to meet all children's different needs. Staff ensure that links with other early years providers are strong in order to ensure a fully cohesive approach to each child's care and learning. Excellent relationships with the school ensure that children's journeys in to school are seamless.

Partnerships with parents are superb. They are provided with a wealth of well-presented and useful information on noticeboards, through newsletters, booklets about the Early Years Foundation Stage and verbal updates of what children have been doing each day. Staff see parents as full and active partners in the nursery. Highly effective partnerships with parents and other providers ensure that children's needs are quickly identified and exceptionally well met. Children who require the involvement of external professionals are supported by staff at the highest level because of their outstanding understanding of the importance of partnership working. For example, children with specific medical and health requirements are cared for by staff who have a superb knowledge of their needs and receive specific training to ensure they consistently receive the very highest standard of care.

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	EY294310
Local authority	Derbyshire
Inspection number	872934
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	31
Name of provider	Newton Nursery Committee
Date of previous inspection	06/11/2009
Telephone number	01773 874745

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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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