

Overstone Park School

Overstone Park, Overstone, Northampton, Northamptonshire, NN6 0DT

Inspection date

Previous inspection date

30/01/2014

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 good overall with some outstanding elements. The manager and staff understand how to promote children's learning and use accurate assessments of children's progress to plan activities that enable children to achieve very well given their starting points and capabilities.
- The leadership of the nursery is strong. The nursery is suitably organised and managed well. Delegated duties are monitored to ensure the provision runs smoothly and efficiently.
- Children are cared for in a very safe environment. All areas used by children are risk assessed regularly to ensure that action is taken, when necessary, to keep children safe. Management and staff understand their roles and responsibilities in relation to safeguarding and child protection.
- Partnerships with parents and carers, other professionals and agencies are well-established to enable staff to support individual children's needs effectively ensuring a smooth transition to the next stage in their education.

It is not yet outstanding because

- There is scope to disseminate the excellent teaching skills observed in the nursery to all staff so that all children benefit fully from those skills.
- There is scope to enhance the provision for outdoor play, particularly for children under two years.

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 two playrooms and the outside learning environment.
- The inspector observed activities with children and discussed them with the manager.
- The inspector held meetings with the registered person and the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers from information included in the nursery's own evaluation.

Inspector

Anne Archer

Full report

Information about the setting

Overstone Park School was registered in 2006. The nursery is part of Overstone Park Independent School, which operates from purpose built premises at Overstone Park in Northamptonshire. Children are cared for in two base rooms and have access to the hall and other rooms within the school. There is an enclosed outdoor play area within the school grounds.

The nursery is open each weekday from 7.30am to 6pm, all year round. There are currently 43 children on roll. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children.

The nursery employs a manager and five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, including one with an Early Years Foundation Degree. Teachers from within the school work with children at various times throughout the day.

What the setting needs to do to improve further

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

- disseminate further the excellent teaching skills found within the nursery to support all children's learning to the very highest level
- enhance the provision further by providing a wider range of activities outdoors, particularly for children under two years.

Inspection judgements

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

Teaching is good overall in the nursery with some outstanding elements, particularly for the two- and three-year-olds. There is scope to disseminate these excellent teaching skills to all staff so that children are best supported to the very highest level, enabling them all to excel in their learning taking into account their starting points and capabilities. Children's good progress in the prime areas of learning ensures that almost without exception they have the key skills for the next steps in their learning as they move through into the main school or elsewhere for the next stage of their education. Adult-focused activities engage children's interest and support their learning well. Children are keen to help clean out the guinea pigs home and freshen up their food bowls. They learn about the guinea pigs lifestyle and start to develop caring skills for others.

The registered person and the manager understand how to promote children's learning and staff use accurate assessments of children's progress to plan activities that enable children to achieve very well given their starting points and capabilities. Staff know that children learn through play and may have differing learning styles, although, this is not as apparent with children under the age of two. Two- and three-year-olds are excited as they prepare to access the outdoor play area by putting on coats and boots. They use magnifying glasses to seek out insects and mini-beasts that seek shelter beneath the flower pots. They talk about what they might find and eagerly count the number of worms that wriggle out of the soil as the light attracts them. Afterwards, some children become engrossed in building castles in the sand while others prefer to experiment with gravity as they roll balls down the drain pipes that are positioned on the fence.

Children's starting points on entry are obtained from discussions between key people and parents and by parents completing a questionnaire about their child. Initial learning targets are set after the settling-in period. The close partnerships that develop between staff and parents actively support the child's transition from home to nursery. Regular observations are made to assess children's progress and update their next steps in learning. Parents are encouraged in a variety of ways to share information about their children's experiences and achievements outside the nursery. This helps them to feel included in their children's learning. Links are established with the local primary schools to support children's transition when they move into the reception class. Other children make the transition into the next section of this school with ease as they are visiting different rooms and seeing other members of the school teaching staff on a daily basis.

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

The successful implementation of the key person system ensures that children form strong emotional attachments. These support their settling-in and transitions within the nursery and later in to school, enabling them to become independent learners. Children show a very good sense of belonging and many display high levels of confidence and self-esteem. Children learn to co-operate and negotiate with their peers because there is a consistent, strong behaviour management system that takes account of children's levels of maturity and understanding. Those children who struggle to understand, for example, about sharing, are supported very well.

Children between two- and three-years-old are taught how to stop the spread of germs by washing their hands at appropriate times, such as after caring for the guinea pigs. They learn about healthy eating as they talk with staff during morning snack and at lunchtime. They learn to use cutlery and become adept at feeding themselves.

Children are cared for in a very safe environment. All areas and equipment used by children are risk assessed regularly to ensure that action is taken, when necessary, to keep children safe. As children progress through the nursery they are taught more about how to keep themselves safe. For example, as they are advised not to run across the muddy grass when it is wet and slippery. Children experience outdoor play every day

where there are a variety of activities for them to engage with, although, several are good weather dependent and there are fewer opportunities for the youngest children during the winter months.

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

The registered person, manager and staff understand their roles and responsibilities in relation to safeguarding and child protection. Robust recruitment practices ensure a strong workforce that work well together overall. Suitability checks are taken out on all adults working with children to ensure they are safeguarded. The registered person and the manager ensure that the nursery operates efficiently. For example, the working times of other staff are adjusted to ensure the nursery continues to run smoothly when staff are unable to arrive in time to begin their contracted hours. To achieve minimal impact on children, staff are deployed from elsewhere in the school to make sure that ratios and child supervision standards are maintained to ensure children's safety and well-being. Induction and probation programmes support staff as they become familiar with the workings of the Early Years Foundation Stage. Regular meetings and annual appraisals take place to further support staff and to discuss any support they may need.

The registered person and the manager understand their responsibilities with regard to the implementation of the learning and development requirements. Both monitor and develop the teaching across the nursery. Monitoring of children's learning is effective in identifying gaps in individual children's learning so that action can be taken to quickly bridge the gap. The registered person is very committed to improvement. Staff identify strengths and weaknesses and targets for improvement. Parents are involved in this process as the nursery use parental questionnaires. Consequently, the registered person has a good understanding of plans for the future to support children's progress over time.

Partnerships with parents and carers, other professionals and agencies are well-established to enable staff to support individual children's needs effectively ensuring a smooth transition to the next stage in their education. Parents appreciate the support they and their children receive from the nursery.

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	EY334385
Local authority	Northamptonshire
Inspection number	949102
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	43
Name of provider	Overstone Park School Ltd
Date of previous inspection	not applicable
Telephone number	01604 643787

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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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