

Forget Me Not Nursery

Somerset Bridge Community Primary School, Stockmoor Drive, BRIDGWATER, Somerset, TA6 6AH

Inspection date

Previous inspection date

16/12/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Partnerships with parents are a strength because staff provide them with good information about children's progress, so parents are actively involved with learning.
- Staff have good understanding of their roles and responsibilities to safeguard children. They provide a safe and secure environment for children's play.
- Children develop secure attachments with familiar adults who know them well. Therefore, teaching of planned activities matches children's interests so they are actively engaged in a broad range of experiences.

It is not yet good because

- On occasion, staff deployment is ineffective and, therefore, staff do not always guide children's learning through use of positive interactions to provide better challenge.
- Staff do not make the most of opportunities to encourage children to take on responsibilities in readiness for the move to school.
- Staff have not fully developed an environment rich in text that reflects the varied languages spoken and different forms of communication children use.

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 made observations of children playing inside and outdoors.
- The inspector made observations of staff's interactions with the children.
- The inspector spoke to children, parents, staff and the early years coordinator.
- The inspector sampled a range of documentation including children's learning diaries, self-evaluation statements, policies and procedures.

Inspector

Rachael Williams

Full report

Information about the setting

Forget-Me-Not Nursery registered in 2011. It operates from a classroom within Somerset Bridge Primary School, Bridgwater, Somerset and is managed by its board of governors. Children use a playroom with children's toilets directly off the room. The nursery has shared use of the school's gym, library and medical room. There is an enclosed outside play area, with optional use of the adjoining Reception class playground.

The nursery is registered on the Early Years Register. There are currently 17 two-year-old children attending the setting. The school nursery, which operates alongside the two-year-olds' provision, offers places for three- and four-year-old children. The nursery is in receipt of funding for early education for two-year-olds. The nursery supports children learning English as an additional language. The nursery opens daily during term time from 8.45am until 3.30pm.

The governors employ a nursery manager, who has completed a BA Honours in Early Years Childhood Studies. She is supported by her deputy who has an early years degree, a staff member who has Early Years Professional Status, two members of staff with an early years qualification at level 2 or above and two apprentices.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve teaching by providing more challenge during children's play to better guide their learning and development.
- develop consistency in teaching strategies and the use of resources to provide better support to children learning English as an additional language.

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

- make better use of opportunities to help children take on small responsibilities during daily routines, such as snack time, as further preparation for their eventual move to school.

Inspection judgements

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

Parents are involved in their child's learning from the start. They contribute key information on an 'All about me' form during the home visit and contribute to children's 'learning diaries' that record progress, so parents are kept informed. Staff routinely make observations of children's engagement in activities. Staff use the information gained appropriately to plan interesting activities that support children's next steps in learning. They plan activities across the areas of learning so that there is a broad and balanced educational programme. Staff have sound knowledge about their key children's capabilities and set up appropriate targets to support their learning and development, such as independence in using the toilet in readiness for their move to school. Staff use a range of assessment tools to track children's progress, such as the Every Child A Talker tracking form for children's language and communication development. Staff undertake relevant training to support them in their roles. Staff do not always deploy themselves appropriately to meet the needs of the children well when they initiate their own play. This means that children do not receive positive interactions consistently to challenge learning further and better aid progress.

Children are confident to ask for help. For example, when children wish to dress a doll they seek help from a familiar adult. They choose outfits independently. Staff support children appropriately showing them the different fastenings and helping them to have a go for themselves. This helps children develop their hand skills. Staff introduce children to mathematical language talking about how the outfits do not fit because they are 'too big'. Children show good awareness of how to care for others through their pretend play. For example, children explain that their 'baby' needs a nappy change as it is 'dirty'. They persevere and successfully lay the towel on the unit, cleaning the doll first before replacing the nappy. Children act out other familiar routines, such as checking they have the correct items in their bag to take their baby shopping. This play helps children make sense of the world around them.

Children are skilful at operating interactive toys. They turn these on competently and are aware that movement, such as sliding the switch, will cause an effect. In this way, children begin to understand the use of technology. Children enjoy festive activities. Those that wished to were actively involved in making Christmas biscuits during the inspection. They rolled the dough and selected different shaped cutters to cut out their shapes carefully ready for baking. Staff reminded children to take turns and they waited patiently. Parents willingly offered their time to support this activity, providing them with the opportunity to see their children learning through play.

Staff teach children about story structure and support their language development. They read familiar books together and, when staff omit words, children fill them in. Staff question children appropriately so that they match words to what they see in the picture. This teaching method helps children learn new vocabulary for future use. Children respond well to questions, such as when explaining what has happened in the story. They are beginning to identify rhyming words.

Staff use group times well to teach children to play and learn together. Children participate in a range of familiar songs, including the 'hello song' so that they learn each others' names. Staff use props to focus children's attention, such as a penny to buy currant buns during the appropriate action song. Staff teach children early calculation skills through number rhymes. Staff support children's communication skills during this time using a recognised sign language, Somerset Total Communication. Overall, however, there is a lack of consistency in teaching strategies to develop communication skills, in particular to support children learning English as an additional language. For example, some staff use the picture board and sign language well to promote children's understanding and to help them make decisions about their play. However, not all staff use these strategies consistently, such as to explain to children why they cannot play outside and to redirect their play, which means children are sometimes unsure as to what to do.

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

Staff provide a safe and welcoming environment where children are happy and settled. Children develop secure relationships with their key person from the onset, such as through home visits. Staff use this opportunity to share information with parents and make observations of children's interests so that they can settle quickly into nursery life. Children behave appropriately as staff generally enable them to understand expectations and boundaries. For example, staff remind children to wear their shoes inside and not to run so that they do not slip and fall over. Such teaching helps children learn to behave in safe ways. Staff develop consistent strategies, such as distraction, to manage behaviour. Children are familiar with routines; when they hear the relevant song, they know it is time to join together in a circle for song time. Responding to staff expectations helps prepare them appropriately for the next stages in learning.

The nursery is well equipped with a wide range of resources that are easily accessible to the children so that they can make decisions about their play. Displays celebrate children's achievements well. However, there is little labelling, either pictorially or in the languages spoken by the children who attend, to provide a print-rich environment to help children learn more about the value to text.

Children have good understanding of hygienic practices. They routinely wash their hands after using the toilet and before eating. Children are aware of their own needs and, for example, use the snack bar when they are hungry. They enjoyed a selection of fruit prepared by staff and a breadstick, during the inspection. Children requested drinks and these were poured by staff. There were missed opportunities for children to be involved in preparing their own snacks to develop their independence further in preparation for the next stage in learning.

Staff teach children about healthy eating as they plant their own fruit and vegetables, caring for these until they are ready to harvest and eat. Children have opportunities to play outside throughout the day. They wear appropriate wet weather clothing and,

therefore, enjoy splashing in puddles. Staff encourage children to solve problems for themselves, such as how to remove the pool of water from the sand pit cover. They particularly enjoy the varied range of ride-on toys, which aid their physical development. Children learn how to keep themselves safe, such as around the fire pit when they toast marshmallows.

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

Staff provide a safe and secure environment and routinely greet visitors, parents and children, at the door. Staff follow strict collection procedures by authorised adults, who are identified by parents, to maintain children's well-being. Staff complete daily risk assessments of the premises and monitor accidents accurately to reduce risk to the children. Staff have appropriate understanding of their roles and responsibilities to report any concerns about a child in their care. These procedures are well-documented and staff take appropriate action to safeguard children. Staff treat children with respect. For example, they invite children to have their nappies changed, being mindful of intimate care procedures. Staff talk to children throughout, explaining what they are doing.

There are good recruitment and induction arrangements. These enable suitably vetted staff to work directly with the children. Generally, there are good systems in place to ensure staff are well qualified and engage in regular coaching and training to support their ongoing professional development. However, there is a lack of consistency in the use of some teaching strategies, such as sign language and picture boards to support language acquisition, particularly for those children learning English as an additional language.

Generally, staff have appropriate knowledge of the learning and development requirements. They help children to explore a range of opportunities across the required areas of learning. However, there are weaknesses in how staff challenge children in their self-initiated play. Teaching is variable especially in the use of resources to support children's developing communication skills. Staff have appropriate understanding of the children through suitably effective arrangements to assess their progress, overall. The manager and staff routinely evaluate planning and assessment arrangements, frequently adapting systems to improve practice.

Parents make positive comments about the nursery. They greatly appreciate flexibility in settling-in arrangements, and value the regular feedback and ideas they receive from their child's key person. There is varied good partnership working with outside professionals, such as with social workers and with those who support vulnerable families. Staff have close links with the adjacent school and information is routinely shared.

The manager and her staff have good understanding of the strengths and weaknesses of the provision, overall. For example, they identify the strong partnerships they have with parents and other agencies, and the broad and balanced curriculum they provide. The staff work well together to develop a clear action plan; however, this is not rigorous enough as it has not identified some weaknesses in practice. There is an appropriate drive

for continuous improvement, such as improving practice through visits to other early years provisions and working alongside the newly appointed Early Years Foundation Stage coordinator.

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	EY428765
Local authority	Somerset
Inspection number	942934
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	17
Name of provider	Somerset Bridge Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01278422100

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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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Piccadilly Gate
Store St
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