

Stone Eden Nursery School

Wheelbarrow Hall, Aglionby, CARLISLE, CA4 8AD

Inspection date

07/04/2014

Previous inspection date

24/02/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

1

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

- The quality of teaching is highly effective and inspirational. Staff have an outstanding knowledge of the Early Years Foundation Stage and how children learn. They are extremely skilled in using a wide range of different learning strategies to promote children's development. As a result, children make excellent progress.
- All staff follow strict procedures and policies to protect children. Comprehensive safeguarding procedures are in place and staff at all levels show a firm understanding of how to deal with any concerns.
- The leadership of the setting is outstanding. The whole staff team is highly valued and exceptionally well supported. As a result, all managers and staff are dedicated and fully invested in this highly organised and smoothly run setting.
- Partnerships with parents and others are highly tuned and result in effective sharing of information, collaborative working and a shared vision to support the needs of all children.
- The learning environment is highly conducive to children's learning. A wealth of interesting, stimulating and educational displays provide children with a welcoming, familiar and personal environment to enjoy and learn through high quality play experiences.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in each of the nine playrooms, during outdoor play and at snack and lunchtime.
- The inspector spoke with parents and children and took account of their views.
- The inspector viewed documentation, including children's assessment and planning records, staff suitability checks, self-evaluation documents and a sample of the policies and procedures.
- The inspector conducted a joint observation with the manager of the setting.
- The inspector met with the manager and provider of the setting to discuss the leadership and management of the provision.

Inspector

Katie Sparrow

Full report

Information about the setting

Stone Eden Nursery opened in 2005 and is privately owned. It operates from converted farm buildings close to Scotby village. The nursery serves the immediate locality and the surrounding areas. The nursery opens five days a week from 8am to 6pm all year round except bank holidays. Children attend for a variety of sessions. Children are grouped according to their age in each of the nine playrooms. There is access to two outdoor play areas. The nursery also provides holiday care and uses separate areas for children attending the out of school club. There are currently 306 children in the early years age range on roll. The nursery receives funding for the provision of free early education for three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language. There are currently 43 staff working directly with the children, 27 of whom have an appropriate early years qualification. The nursery receives support from the local authority. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

What the setting needs to do to improve further

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

- enhance further the already highly effective teaching techniques by encouraging children to learn together and from one another.

Inspection judgements

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

The staff working throughout the setting have an exceptional knowledge of how children learn. They use this effectively and consistently to fully support children through all aspects of their development. The learning environment is highly stimulating and engaging, and contains high quality resources, which excellently promote children's learning through a wide range of inspirational learning experiences and activities. The setting's individualised, designated playrooms for the care for babies, toddlers and pre-school children are staffed by dedicated practitioners who ensure that resources and activities are age- and stage-appropriate for every child. Each play area provides enhanced areas of learning which truly inspire children to become highly motivated, independent and active learners. Photographs and samples of children's work fill the walls, creating a familiar and personal environment for the children and their families. The quality of teaching is superb. All staff consistently support, challenge and inspire children to become keen and active learners. For example, children enjoy learning about space and planets. One member of staff suggests they build a rocket they can all sit in. Children become further engrossed as they write in their 'passports' and talk about what they might see in space, in response to staff's effective questioning. Children's learning is

further consolidated as later on they enjoy exploring the outdoor area as they decide to hunt for the things they imagine they would find in space. They excitedly tell staff what they have found, using excellent describing words. As a result of staff's quality teaching and planning, children are able to fully explore their curiosity, initiate their own activity and pursue their own learning, based entirely on their own ideas. There is scope to enhance further the quality teaching through supporting children to learn together and from one another, for example, encouraging children to ask one another questions or share an experience to talk about. Staff make formal observations of the children and use these to help them assess children's progress and plan activities to strengthen and deepen their current learning, as well as possible areas to extend their development towards the early learning goals.

Children have a wonderful time engaging in a range of interesting and exciting play experiences that support learning across all areas. Children thoroughly enjoy exploring with a range of textures. They experiment with shaving foam as they spread it around the table and use their hands and fingers to make marks and patterns. This helps to support children's early writing skills. Older children have many opportunities to practise their writing skills. Staff facilitate the rooms exceptionally well, providing the tools and opportunities for children to write for meaning. For example, labels and pens placed next to the construction blocks encourage children to write labels for their models. Babies enjoy their time in the well-resourced and carefully set out baby rooms. Soft fabrics and cosy cushions provide relaxing areas for the babies to sit, lie down or have a cuddle with their key person. Treasure baskets and a wide range of other textured items encourage babies' curiosity and interest. They enjoy placing the items in their mouths to explore the different sensations and textures. Staff ensure all items are age appropriate and safe for babies to explore in this way. There are many opportunities and plenty of space for babies to crawl, roll, pull themselves up and cruise along the low-level furniture, greatly supporting their physical development. Outside, children have tremendous fun exploring, discovering and investigating. They enjoy the 'look out' point equipped with periscopes, supporting children's understanding of the world and how things work. They enjoy measuring with the large scales, using their problem solving and mathematical skills to explore balance and weight. Children thoroughly enjoy riding bikes, pushing wheelbarrows and playing chasing games with staff.

Parents are highly involved in the setting and their children's learning. There is a wealth of information available throughout the setting, including detailed information about staff, the Early Years Foundation Stage, what the children have been learning about and photographs of the children enjoying different activities. Staff place high priority on parents continuing learning at home. The borrowing library and activity bags provide convenient ways for parents to enjoy activities with their children at home. Parents are encouraged to share with staff what they know about their children and their changing interests. For example, 'wow moments' are parent observations that staff display and use to inform their planning, strengthening the continuity of learning for children. The setting has highly effective partnerships with the feeder schools in the local area. Therefore, children are exceptionally well prepared for the next stage in their learning. Progress and transition documents are completed by staff as children move between rooms within the setting and when children leave to go onto school. Furthermore, staff invite the teaching staff into the setting to meet the children and key persons, which provides a valuable

opportunity to discuss individual children in more detail. Staff consult with other professionals to identify children's individual needs, such as the speech and language team and health visitors. Key persons work vigilantly to achieve a collaborative approach to support children with special educational needs and/or disabilities, as well as those with English as an additional language. Children are extremely well supported to strive to reach their individual learning goals through the excellent partnership working in place and dedication for staff.

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

The well-established key person system results in children who are confident and emotionally secure. Babies thrive on the individual attention they receive and enjoy cuddles and comfort in familiar and attractive surroundings. Attentive staff place high emphasis on the importance of strong attachments and build excellent relationships with children from their very first visit. They gather a wide range of information from parents about children's care and learning and development needs, to ensure a smooth transition into the setting. Transitions through the setting as children grow are equally well managed. Key persons support children moving to new rooms as they go for visits with them and give detailed information to new key persons regarding all aspects of the children's care and development. Children's behaviour is exemplary. They show they are aware of the expectations staff have of them and respond very positively to the routine of the day. On the rare occasions staff have to remind children of the rules, they do so calmly, at children's level and always with an explanation to ensure children understand their behaviour.

Children develop superb self-care skills as they independently address their own care and personal hygiene needs. For example, they understand how to use the toilet independently and when to wash and dry their hands. Children have their own toothbrushes at the setting that they use daily. Staff reinforce the importance of good oral hygiene as they talk to the children about what the toothbrush does and why they think it is important. Children enjoy freshly prepared, well-balanced and nutritious meals and snacks and babies relish the independence of learning to feed themselves. The setting has a dedicated team of chefs who are heavily involved in the devising of menus and sharing their knowledge of healthy food with both children and parents. For example, the head chef does food tasting sessions with the children, supporting their understanding of healthy eating. Furthermore, a recipe book has been devised for parents, supporting healthy eating at home.

Children have brilliant opportunities to learn about safety and manage risks. They thoroughly enjoy using the climbing wall outdoors. This helps children learn to balance their weight, negotiate height and how to risk assess to ensure their own safety. They enjoy visits from the local fire brigade and police officers, superbly supporting children's awareness of those who help us. Staff take every opportunity as a chance for children to learn from first hand experiences. For example, staff take children to watch the building work going on at the setting. They wear safety hats and learn about what is happening. Following on from children's enjoyment of watching the work being carried out, staff and

children built their own construction site where children wear hard hats, high visibility jackets and conduct their own building work with construction blocks.

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

Leadership is inspirational. The providers and management team have an excellent understanding of their responsibility to ensure the setting meets the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. All staff prioritise children's safety and have an excellent awareness of safeguarding issues. They are competent in the procedures to follow and who to contact in the event of any concerns about children or colleagues. All staff have undertaken safeguarding training and follow strict procedures and policies to protect children at all times. All documentation related to statutory requirements is completed to a meticulously high standard to support the safe and effective running of the setting. For example, accident records are used to track where accidents occur in order for staff to address any potentially hazardous areas. Extensive risk assessments for all areas of the building, the outdoor area and outings ensure children's safety remains paramount. Robust recruitment and vetting systems ensure all adults working with children are suitable to do so.

The whole team is fully invested in the relentless pursuit of excellence within this wonderful setting. The providers and managers place high priority on working together as a team and the development of each staff member. For example, staff are assigned roles, such as 'communication champion' and 'role play coordinator'. They receive specific training to their role and cascade their knowledge to support the staff team. This empowerment of staff creates a team who are passionate, knowledgeable and highly driven. The manager and deputy monitor practice through supervisions, appraisals and room observations. Furthermore, thorough tracking of children progress helps to ensure the manager is aware of the progress children are making. Information collected is also used to identify any patterns in development across the setting, for example, gaps in learning between groups of children or within certain rooms of the setting. This high quality and sharply focussed monitoring demonstrates the settings passion for high quality care and education for the children who attend.

Extensive support and partnership working with a wide range of professionals enables staff to meet the needs of all children and support their development effectively. Interventions are sought at the early stages to identify any group falling behind their peers or below their expected achievements, which results in children's needs being met effectively and relevant support services involved.

The Childcare Register

The requirements for the compulsory part of the Childcare Register 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	EY369897
Local authority	Cumbria
Inspection number	849714
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	134
Number of children on roll	306
Name of provider	David William Farrell
Date of previous inspection	24/02/2009
Telephone number	01228599400

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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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