

# Longwood School and Nursery

Longwood School, Bushey Hall Drive, BUSHEY, WD23 2QG

## Inspection date

14/03/2014

Previous inspection date

13/06/2013

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

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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

- Children are happy, supported and make good progress given their starting points as the quality of the teaching is good. Staff motivate children to learn through exciting play activities indoors and outside.
- The management and staff understand their roles and responsibilities to ensure that children are safeguarded and are very committed to continually developing the provision for the benefit of the children.
- Partnerships with parents are strong. As a result, children and their families are included in the nursery and their skills and achievements are recognised and valued.
- Children have good opportunity to learn on a larger more active scale with good access to the exciting and challenging outdoor areas.

### It is not yet outstanding because

- There is scope to review the consistency of scrutinising and assessing children's progress in the older children's rooms to fully support the otherwise very good practice that is sustained throughout the nursery.
- On occasions, staff do not always organise the mealtime routine sufficiently well to ensure that children are actively involved in their learning rather than waiting with nothing to do.

## 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the classrooms, the outside learning environment and talked with the staff and children.
- The inspector examined a range of documentation, including evidence of suitability and qualifications of staff working with children, a sample of children's records, development plans and staff records.
- The inspector held discussions with the registered provider and the manager and completed a joint observation with the manager.
- The inspector also took account of the views of parents and carers spoken to on the day.

## Inspector

Sheila Harrison

## Full report

### Information about the setting

Longwood School and Nursery has been established since 1990. It re-registered under a new partnership in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from four rooms attached to the main school and shares use of the school hall and library. The wrap-around care and holiday playscheme operates from the main hall and six classrooms, as well as tennis courts and AstroTurf at Bushey Grove Leisure Centre. Children have access to outside play areas, including secure play space for the younger children and large grassed areas and adventure play for the older children. The school is situated in Bushey, Hertfordshire. The nursery employs 57 members of staff; of these five hold Qualified Teacher Status, 23 hold qualifications at level 3 and above and 18 at level 2. The nursery operates from 7am until 7pm Monday to Friday except bank holidays. Children can attend for a variety of sessions. There are currently 169 children on roll in the early years age range. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and 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:

- enhance high quality learning experiences for all children by scrutinising more closely the effectiveness of the assessment and tracking processes in order to fully support and challenge individual children's learning and development
- enhance opportunities for children to be fully involved in purposeful play by monitoring and minimising time waiting during some mealtimes.

## Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage learning and development requirements and they effectively support children's progress. They promote children's language and communication skills. Staff speak clearly and use signs and gestures. They introduce different tones and rhythms in their voice to help babies and young children develop their understanding. Staff support children with English as an additional language to improve their English. They also learn a few words in children's home language and bi-lingual staff talk to children in their home language to help them understand and feel confident in their surroundings. Staff are introducing some sign language and present articles that are familiar to children. This aids those with communication difficulties understand what is happening next and to support them to

make their needs known. This helps to lower the gaps in children's achievements so they are making good progress linked to their starting points and capabilities. Staff know that children learn best through play and first-hand experiences. They skilfully use resources to encourage children to be eager to participate and to be strongly motivated to learn. For example, staff excite children's interest in a memory game by using shiny material to cover the objects and by encouraging children to repeat a magic rhyming phrase. Children are asked to remember what object is missing, whether it is the large or small toy helicopter. They talk about different modes of transport linked to their current theme and remember the past theme on space. Staff are sensitive to the children's engagement ensuring all children can see and take part and quickly bring the game to a close when children's attention starts to wander. Babies enjoy a group time using sensory equipment to explore the qualities of shapes. Young children enjoy actively counting and knocking down the differently coloured bottles as they sing a counting song. These good teaching strategies help children to be keen and ready for the next stage of their learning and eventually for school.

Staff make use of the valuable learning environment inside and outdoors. They provide many varied and imaginative experiences for children across the nursery. Staff plan for children to develop their creativity and make connections in their learning. They notice children's interest in shiny materials during freely chosen activities and then plan further activities and displays linked to a theme of space. Children enjoy using these materials to make models of rockets, make displays of the planets and they design aliens. This supports their exploration and to develop their ideas. Children greatly enjoy exploring a role-play area made to be a spooky cave with dark material and pretend spiders' webs. They use the space to use torches to explore the difference between light and dark and to extend their story telling skills. When playing outside, staff support children to find living creatures in the undergrowth, such as, worms and bugs. Staff give children useful information on the lifecycle of these creatures. Children enjoy making marks with the large chalks on the pavements. This allows children to explore, make decisions and enables them to be independent and make good progress in their learning and development.

Staff thoroughly observe and assess children's development and use this information to make detailed plans to aid children's continuing progress. However, on occasions, in the older age room, there is less consistent scrutinising of children's progress. Therefore, although gaps in children's learning are recognised, these are not always fully targeted with highly effective activities to help children make rapid progress. Parents receive an extensive range of useful information about their child's day both verbally and in daily records. Staff give details of children's activities through regular consultation meetings and in the summary assessments. Parents are informed of the nursery's targets for their children through a personalised monthly newsletter. This also gives ideas for activities they can do at home to help their children's learning. Parents regularly take home their child's learning journals to encourage them to share information on their child's learning and development with the nursery. This good two-way flow of information helps to support children's individual needs.

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

Children are happy and eager to attend the nursery. Parents and children build good relationships with their key person. Staff discuss with parents how their children are settling in to establish ways of responding to young children's emotions. For example, staff encourage parents to bring babies' comforters from home. Children are very well supported by the staff, including their key person. Information from each child's parents, previous key person and the records that are kept continually since children start at the nursery. This promotes an effective continuity of care and education that helps children move onto the next room and eventually to school. Staff are good role models helping children to behave well. They are respectful to children saying please and thank you when asking for children to pass the items. Staff prepare children before they undertake a personal task, such as, wiping their face at lunch time and take advice from parents on the correct pronunciation of their children's names. Management have recently updated the anti-bullying procedure to ensure staff and children have through understanding of the expectations for getting on well with others. Children have very valuable opportunities to learn about the lives and cultures of others. Staff and parents are encouraged to bring their knowledge of their cultural and religious celebrations to the nursery to expand children's understanding and respect for others.

Staff are well deployed to ensure children are busy in their learning and the environment is well organised. Children see photographs of themselves and their names displayed on their pegs and around the nursery. This helps children to feel welcome and develop a strong sense of belonging. However, on occasions, the children sit together for an extended period of time at the table waiting for everyone to be ready for lunch or snack; they are occupied with singing, but are not seated in a fully comfortable position to take part to the maximum. Consequently, this does not fully stimulate their interest in purposeful play.

All children are learning about a healthy lifestyle. They have daily access to extensive outdoor areas. There is a small garden area specifically for babies covered areas so children can have access to fresh air in all weathers. Children enjoy energetically riding sit and ride toys. They gain control over their bodies as they develop their own games of throwing a selection of balls through the middle of a tyre that they move to various positions in the playground. Staff sensitively support children in learning new skills, such as, using the pedals to ride a tricycle. Older children access the challenging adventure playground equipment so they can learn about taking acceptable risks. Children are effectively supervised and encouraged to walk carefully around the school site and to be aware of the roofing materials lying on the grass, thereby learning to keep themselves safe. Children enjoy healthy and nutritious meals that are attractively presented and served in sufficient amounts. They enjoy new tastes and individual needs and preferences are well catered for.

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

Effective arrangements are in place to safeguard children and promote their welfare. All staff have detailed information on child protection, including in-house training. This ensures that they understand their responsibilities towards the children in the nursery and

know what steps to take if they have concerns about a child. Robust recruitment procedures are in place to assess that staff are, and continue to be, suitable to work with children. Effective systems for induction mean that staff are familiar with the nursery's policies and procedures and they work well in practice.

Leadership demonstrates a strong commitment to improving the quality of the nursery. There is a clear drive for continuous improvement of the nursery. Senior staff visit other nurseries graded as outstanding by Ofsted to gain ideas to improve the service to children and their families. These ideas are passed to the staff group to aid their reflective practice. The management team monitor staff performance effectively through regular supervision meetings and appraisals. The management has recently reissued information on the code of conduct and the whistle blowing process. This reinforces the staffs' commitment to ensure children are safe and well cared for by appropriately trained staff. Staff are well prepared to raise any concerns and management acts promptly to promote children's well-being. Staff are eager to update their knowledge and qualifications and also attend regular in-house training to further extend staff's skills. For example, following training on equal opportunities staff recognise the different cultural feeding patterns in children's homes and how to support this at nursery. This results in a well-trained and motivated staff group. The management team use the knowledge and skills of the staff in the school to introduce various language skills and older children enjoy French and Spanish lessons. Staff frequently check the progress of children through examining the learning journals and progress checks to ensure children are making good progress in their learning and development.

Staff build strong and effective relationships with other professionals. This ensures that appropriate interventions are secured for children with special educational needs and/or disabilities so that children and their families receive very good support. The partnership with the parents is effective. The parent welcome pack and website provides the initial information about the nursery and its provision. Parents are able to talk with their key person when they need to and there is always another staff member that is well briefed to give information on their child's welfare and development. The nursery provides sessions when parents can discuss further their children's progress and well-being.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY431559
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	954333
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	228
<b>Number of children on roll</b>	169
<b>Name of provider</b>	Malcolm Livesey and Sally Ann Livesey Partnership
<b>Date of previous inspection</b>	13/06/2013
<b>Telephone number</b>	01923253715

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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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