

Overthorpe Academy Daycare

Edge Top Road, DEWSBURY, WF12 0BH

Inspection date

Previous inspection date

29/04/2014

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 effective because staff plan a good range of interesting and challenging experiences across all seven areas of learning so that all children have their learning needs met well.
- Relationships are strong between staff, children and their families. As a result, children are happy, secure and learn to relate well to each other and adults.
- Safeguarding procedures are good. They are consistently implemented and understood by all staff. As a result, children are kept safe from harm.
- Management have good systems in place for monitoring and evaluating the nursery. They ensure that the educational programmes are monitored effectively to close gaps in children's learning. Therefore children make good progress.

It is not yet outstanding because

- Opportunities to practise making marks and early writing skills are not as well promoted out-of-doors as they are inside.
- There is scope to improve opportunities for children aged two to three years of age to acquire more skills in turning on and operating some information and communication technology equipment.

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 children's activities in the play rooms and the outside learning environment.
- The inspector spoke at appropriate times with the managers, staff and children throughout the sessions.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Helene Terry

Full report

Information about the setting

Overthorpe Academy Daycare was registered in 2013 and is on the Early Years Register. It is situated in a purpose-built unit within Overthorpe Academy in Dewsbury, West Yorkshire and is managed by Wakefield Diocesan Academies Trust. The nursery serves the local area and is accessible to all children. It operates from three play areas and there is an enclosed area available for outdoor play. The nursery employs seven members of childcare staff. All hold appropriate early years qualifications at level 3 and above. The two managers hold early years professional status. There are additional staff employed in the nursery school who also work with the children during term time. Of these, four hold qualified teacher status and there are three teaching assistants. The nursery opens Monday to Friday 50 weeks of the year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 49 children attending. The nursery provides funded early education for two-, three- and four-year-old children. It supports 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 opportunities for children, particularly two to three-year-olds, to practise using information and communication technology equipment, for example, by supporting children in exploring the control of technical toys
- strengthen the already good opportunities for children to develop their literacy skills, for example, by providing an outdoor play area that has more resources to enable children to practise making marks and early writing skills.

Inspection judgements

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

Teaching is good overall. Children make good progress in their learning because staff understand how children learn. They take account of every child's interests and learning needs. This results in good levels of motivation for learning and children acquire the skills that they need to be ready for school. Children's prior knowledge, skills and understanding are gathered from parents when they start at the nursery and the information is used to plan effectively from the beginning. Staff record their observations and assessments of the children's learning. Children's next steps in learning are noted and fed into the planning of the activities. A tracking system is also in place to ensure children make good progress. The 'school ready plan' helps staff identify any gaps in children's learning and enables them to provide activities to help close those gaps identified. Therefore, children are well prepared for their next stage of their life, such as starting school. Parents access their

children's development records regularly. They are also able to share information about learning from home through children's achievements on the 'wow' wall and 'home-link' books. Progress is also shared at parents' meetings. Children with special educational needs and/or disabilities make good progress in relation to their starting points. Staff have an accurate knowledge of the needs and abilities of all children and support them well through their individual education plans and one-to-one workers. Children's progress checks at age two are completed accurately by staff and this is shared with parents. This helps staff identify any additional support a child may need.

Children's communication and language skills are fostered well by staff who understand the importance of children being able to convey their wants and needs. For example, staff talk with toddlers and repeat words for reinforcement. They talk with children about what they are doing to help them link words to actions; toddlers follow simple commands, such as 'wipe your nose', 'now, where does the tissue go, can you put it in the bin?' Older children are encouraged to use their thinking skills in the activities. For example, as staff prepare a sensory activity using oats and water, children are asked 'how many children do we have?', 'so how many containers do we need?' As another child enters the activity she extends mathematic skills further by asking 'how many more containers do we need?' Children are encouraged to share their ideas and thoughts through the activity and make suggestions about how to collect and add the water to the oats. They add drops of water and mix to form a stiff consistency and then add lots of water and talk about the changes that they observe. Staff encourage the use of new words, such as, gloopy, squidgy, crunchy, smooth and milky. Children are very engaged and motivated in the activity and are quick to express their ideas. Staff demonstrate thinking skills when they ask 'I wonder what will happen if..?'

Children have lots of opportunities to develop their physical and literacy skills. Toddlers observe the marks that they make in the fine coloured sand, while pre-school children write recognisable letters of the alphabet. However, opportunities to practise early writing skills are not as well promoted out-of-doors as they are inside. Staff are quick to enhance learning from spontaneous activities introduced by the children at meal times. For example, children talk about the letters in their name and staff help them recognise the sounds of letters in other children's names. Pre-school children have lots of opportunities to use information and communication technology during the activities as they learn to operate simple equipment and computers. However, opportunities are fewer for the children in the two to three-year-old play area. Staff engage children in physical movement both indoors and outside. Toddlers delight in moving to songs, such as 'Head, Shoulders, Knees and Toes' and staff introduce concepts, such as stretching high and rolling from side to side. This helps children move freely and explore how their bodies feels.

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

Children enjoy their time at the setting and form close trusting relationships with their key person and staff, who demonstrate a kind and loving nature with the children. New children are given additional support to enable them to take part in the activities. Staff ensure they are knowledgeable about new children's likes and dislikes. Children are able to

settle at their own pace and receive good support to do so. Home visits are part of the settling-in process so that staff can observe children in a familiar environment and get to know them well. Transitions within the nursery are effective as clear information is exchanged from key person to key person as children move between the rooms. The Bluebell room is used as an intermediary base to ease rising three-year-olds into the large nursery class. This helps build children's confidence and emotional stability. The setting provision works very closely with the nursery and reception class to ensure a smooth transition into the school.

Children's behaviour in the setting is good. Children play together because from an early age they are supported to share and take turns and listen to one another. Staff gently remind children of how to stay safe. For example, children are reminded what is safe to throw indoors and they are encouraged to help tidy up, so that they do not slip on the spilt sand. Staff encourage children to become independent in the environment. They attend to their own personal hygiene and pre-school children serve their own meals and tidy away their plates and utensils. Staff use praise and encouragement effectively acknowledging aspects of good behaviour. This contributes positively to children's confidence and self-esteem. The environment is arranged so that children can make choices and access resources easily. In addition, their work and photographs are displayed on the walls, which enhances their sense of belonging and feelings of security.

Children's awareness of a healthy lifestyle is encouraged through activities that promote healthy eating and through outdoor play opportunities. Children spend quality time in the fresh air each day, as the outdoor environment is accessible from all the rooms to enable them to exercise. Children engage in a range of physical activities, such as, climbing, balancing and playing with wheeled toys. They learn to take risks as they play. For example, toddlers negotiate uneven ground well and show confidence in their achievements, which boosts their self-esteem. A variety of well-balanced, healthy meals and snacks are provided for the children. In addition, staff also support parents in their understanding about the dietary needs of children as part of the wider community initiatives. The nursery also has a healthy eating award from the local authority. Children plant and attend to vegetables, such as potatoes and carrots in the garden, to gain a better understanding of growth and decay, and where food comes from. Children understand the importance of cleaning their hands before eating and help themselves to drinks when thirsty, which encourages self-care skills prior to starting school.

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

The management team and staff demonstrate a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and have effective safeguarding policies and procedures in place to support this knowledge. They all have a secure understanding of safeguarding children and understand what to do if they have a concern regarding children's welfare. All staff have attended training in this area to ensure they are up-to-date with current legislation. They are also confident in their roles and responsibilities, including whistle blowing and the use of mobile phones. The safeguarding policies and procedures are reviewed regularly. Opportunities are taken to re-visit, discuss

and confirm understanding of these at regular team meetings. In addition, all other policies, procedures and records that are kept are shared with parents. Staff endeavour to provide a safe and secure environment for children through robust risk assessments and regular health and safety audits. Robust procedures to appoint staff, who are suitable to work with children, are effectively followed. Staff undergo thorough induction procedures, regular supervision, peer observations and appraisals, which supports and promotes staffs' professional development. Staff have good access to training, which helps them enhance the needs of the children. Any training undertaken by staff is cascaded amongst the team and put into practice, such as the training to support the needs of two-year-olds and 'developmental movement play' training.

The nursery's evaluation and monitoring processes are effective. The management team demonstrate a strong drive to continually improve the nursery. There is a clear, focussed development plan in place, which links into the school's improvement plan. Strengths and areas for development are accurately identified. The team adopt a reflective approach to their practice to improve the outcomes for the children. Parents and other relevant parties are fully involved in the self-evaluation to enhance the provision offered. This is done through a variety of means, including the parents' forum, discussions and questionnaires. The learning and development requirements are met effectively. There are robust systems in place to monitor the educational programme. Management oversee children's development to ensure that gaps in achievement are closing and that children make the best progress that they can. Staff's assessments of the children are moderated to ensure consistency.

Partnerships with parents are strong. They are happy with the care and learning that their children receive. Parents spoken with on the day of the inspection commented very positively about the supportive staff team. They felt that their children were well prepared for school and have made good progress. Arrangements to ensure that parents play a full and active role in their child's care and learning have been implemented. All parents are invited to share in their child's achievements. In addition, regular parent forum meetings include information giving sessions on topics of interest, such as, behaviour management and areas of development within the early years foundation stage. All the required information for parents is available in the nursery. They have access to the policies and procedures and information, such as, menus, daily routines, key persons and activities are displayed throughout the nursery. Good links are in place with external agencies to ensure children who have special educational needs and/or disabilities gain the support that is needed. Established systems are in place to liaise with other providers, such as the school to ensure information is shared, in order to promote children's consistent and continuous learning and progress.

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	EY470252
Local authority	Kirklees
Inspection number	942706
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	49
Name of provider	Wakefield Diocesan Academies Trust
Date of previous inspection	not applicable
Telephone number	01924325300

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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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