

Glenfield Nursery School

19 Albert Road, Eaglescliffe, STOCKTON-ON-TEES, TS16 0DA

Inspection date	01/05/2014
Previous inspection date	22/06/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff provide very good opportunities for children to develop their mathematical skills. They make effective use of play-based and adult-led activities to encourage children to estimate, count and compare objects by length.
- Staff are well supported by the manager and her deputy through effective induction, mentoring and supervision arrangements. This helps them to further improve their already very good practice.
- Children are safeguarded and fully protected from harm. This is because all staff have been checked and are suitable to work with children and fully understand their role and responsibility in protecting children.
- Children's needs are quickly identified, and well met through the effective partnerships between parents and external agencies and services.

It is not yet outstanding because

- There is scope to extend the use of open-ended questions in order for children to enhance their already very good thinking and expressive language skills.
- Opportunities for younger children to engage in open-ended activity with natural objects and materials are not always effectively promoted. This is because most toys and equipment are commercially produced and cannot be used, moved and combined in a variety of ways as children progress towards excellence.

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 had a tour of the nursery.
- The inspector checked evidence of suitability and qualifications of staff working with children and the manager's self-evaluation form and action plans.
- The inspector observed teaching and learning activities in all nursery rooms and the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector carried out a meeting with the manager and deputy manager of the nursery and discussed a range of policies and procedures.

Inspector
Nicola Jones

Full report

Information about the setting

Glenfield Nursery was registered in 1991 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within a three-storey detached building in Eaglescliffe, Stockton-on-Tees and is managed by a private provider. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. Wrap-around care is available for children attending local schools. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and above, including the manager who holds Qualified Teacher Status. The nursery opens Monday to Friday, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 20 children attending who are in the early years age group. 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 the already good practice in supporting children's communication and language skills by reflecting on how open-ended questions are used to enable them to extend their thinking and begin to use more complex sentences
- extend opportunities for younger children to engage in activities that do not require an end result by providing natural and stimulating resources, which are accessible and open-ended so that they can be used, moved and combined in a variety of ways.

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 different ways young children learn and develop. They provide a wide variety of experiences, using creative and playful approaches, which enable children to explore and discover their surroundings, both indoors and outdoors. Staff have good knowledge of the role they play in providing the building blocks for independent exploration. They ensure children have resources, time and space to play on their own and interact with their peers. As a result, children thoroughly enjoy the time they spend at the nursery and make good progress during the time they spend there. Staff are always alert to the needs of individual children. They use observations of their play very well to find out about their development and respond appropriately using appropriate strategies to further enhance their learning. This is documented well in detailed learning journal files, providing very good information to demonstrate children's

progress over time. Staff provide an appropriate range of toys and equipment throughout the nursery. Good use is made of photographs displayed at eye level for the babies and resources provided stimulate their senses and encourage exploration. However, most toys and equipment available in the baby room are bright, plastic and commercially produced. They cannot always be used, moved and combined in a variety of ways. Therefore, they do not always support children's engagement in open-ended play.

The quality of teaching is consistently good throughout the nursery. Staff provided learning experiences that are right for each child, helping them to develop and to become confident learners for the future. Children's interests are observed and acted upon effectively to build on their knowledge. For example, when staff notice older children pretending to be witches, stirring their 'cauldron' in the puddles outdoors, they plan further experiences inside to extend their interests. This enthuses and excites the children and they have great fun making their own 'potion' using water, glitter, leaves and other sensory materials. Staff support them, generally, well as they play. They support their communication skills by encouraging children to think of 'magic' words to use, such as 'abracadabra' and point out changes that are happening to the water. However, opportunities to extend children's already very good expressive language skills even further are not maximised. This is because, sometimes, staff do not always make best use of open-ended questions to further children's thinking skills and enable them to use more complex sentences. Staff provide very good opportunities for children to develop their mathematical skills. They make effective use of play-based and adult-led activities to encourage children to estimate, count and make comparisons of objects according to their length. For example, staff support younger children to count before they reveal their sandcastles, they carefully say 'one, two, three' before lifting up their bucket. Older children estimate how many pieces of pasta will fit on their string 'bracelet' and count with accuracy using numbers beyond 20. As a result, children gain the skills and knowledge required in readiness for school.

Children with special educational needs and/or disabilities are well supported to make progress in nursery, based on their individual starting points. Good use is made of ongoing assessments and the progress check at age two to accurately identify strengths and weaknesses in children's learning and development. Staff work well with parents and external agencies to ensure information about children's specific needs is shared and intervention sought, as early as possible. All parents are kept up to date with their child's progress and are actively encouraged to share information about their child's learning at home. For example, regular opportunities are provided for parents to look at and discuss their child's progress with staff and share their interests and activities they have enjoyed at home. This means there is shared knowledge about children and a complete picture of children's learning and development is obtained.

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

Children and their families are warmly welcomed into this friendly and supportive nursery. Staff are caring and give children their full attention when they interact with them. This promotes good relationships and enables children to make secure attachments. An effective key person system is in place. This enables very young children and babies to

feel confident when separating from their parents and carers and supports their emotional and physical development well. Staff share key information with parents which is used effectively to address children's individual needs. This helps parents to gain confidence and develop trust when leaving their children for the first time. Children are well supported when they begin attending the nursery. Good quality information is gathered from parents. For example, information, such as toileting needs, dietary requirements, comforters and personal preferences, is recorded. Each child receives a tailored induction package and makes a number of visits with their parents, dependent upon need before staying for the full session. This ensures continuity is provided in children's emotional and physical well-being when they move from care in the home into the nursery. Children are well supported when they move rooms within the nursery. They make visits with their key person and information is shared to provide continuity of care. Good partnerships are in place with local schools and teachers come to visit children in nursery. This helps them to become familiar with their new adults and supports them emotionally when they move into school.

Staff support children well to develop their independence skills. They wash their own hands, pour drinks and serve their own food at mealtimes. Staff encourage children to think about the foods they eat. They use stories to talk about the importance of developing a healthy lifestyle. For example, they use a popular children's story about a caterpillar to discuss healthy foods. Pictures of fresh, balanced and nutritious foods are displayed on the walls of the dining room and children take part in outdoor activities to grow their own vegetables, such as carrots, peas and cress. This supports children's understanding of making positive choices to promote a healthy diet. Staff provide daily opportunities for children to access fresh air and be physically active and exuberant. The outdoor area is stimulating, well resourced and supports children's all-round development well. Children are suitably dressed and go out in all weathers. For example, children wear their all-weather suits and wellington boots to play out when it is raining. They sit in the puddles and stir collected water with wooden sticks, pretending to mix their 'witches' potion'.

Staff place a high priority on keeping children safe and involve children in safety procedures throughout the day. For example, they talk gently to children and remind them to take care when moving around the room. As a result, children develop an understanding of how to keep themselves safe. Children demonstrate safe practices as they play. For example, they carefully carry equipment, such as storage boxes, across the floor taking care not to collide into other children. Children cooperate well with each other and know what behaviour is acceptable in the nursery. This is because staff have agreed procedures outlining how to manage changes in children's behaviour and the basis of this is shared with parents, to maintain a joint approach.

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

The manager and her staff team take all necessary steps to keep children safe and well. A well-written policy is in place to safeguard children. This is in line with guidance and procedures of the areas Local Safeguarding Children's Board. All staff have good

awareness of procedures in place in the nursery and fully understand their role in keeping children protected and safe from harm. For example, staff know who to contact if they have concerns regarding the welfare of a child or if they have concerns regarding the practice of other staff members. The manager ensures all staff are suitable to fulfil the requirements of their role and have had appropriate checks carried out. Children are protected further as the premises, including the outdoor environment, are safe and secure at all times. Staff carry out daily risk assessments to ensure all areas accessed by children are safe and free from hazards. They are vigilant throughout each day and remove any potential risks, such as broken toys, which may cause a danger to children. Safeguarding procedures are reviewed regularly and are well documented in improvement plans, alongside other areas for improvement, which are identified through thorough consultation with staff, children and parents. The management team know the nursery very well and accurately identify actions to overcome weaknesses that aim to improve practice and provision for children over time. For example, there are plans to develop a potting shed in the outdoor environment. Older children have been consulted and have produced pictorial representations of their thoughts and ideas.

The manager is well supported by her deputy to maintain an overview of the educational programmes available throughout the nursery. Collectively, they have good understanding and fulfil their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. Good partnerships are in place with local authority professionals who have supported them further in developing and sustaining a high quality setting where children are able to enjoy learning and grow in confidence. The deputy spends time working in the nursery room, gaining first-hand experience of what is working well and identifying areas for improvement. She supports the staff team well through regular discussion, carrying out peer observations which help them to improve their already very good practice. Regular supervision and appraisal systems further strengthen the support available to all staff, alongside effective induction and monitoring procedures. The manager and her deputy work closely with staff to analyse progress tracking information. This ensures all children's strengths and areas of weakness are identified and intervention is sought, if required, to meet children's specific and individual needs.

Partnerships with parents are good. The manager and her staff team demonstrate a willingness to engage with all parents and provide support to address individual circumstances. Information is shared on a daily basis regarding children's care and well-being and staff ensure parents receive key messages and letters sent home. A number of thank you cards is displayed on the wall of the entrance hall. Parents are clearly satisfied with the level of care and learning provided by the nursery and make written comments, such as 'friendly staff, surprisingly calm, my child loves coming to nursery'. Partnerships with the local schools are well established and children use the 'wrap-around' provision on offer at the nursery. Partnerships with external agencies and services are equally well embedded and make a strong contribution to meeting children's needs. Information received from services, such as speech and language therapy, is well used. This ensures children get the help and support they need to address their individual needs and circumstances.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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	305953
Local authority	Stockton on Tees
Inspection number	876767
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	20
Name of provider	Jean Brown
Date of previous inspection	22/06/2010
Telephone number	01642 780552

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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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