

Hornsea Nursery School (Early Years)

Hornsea Nursery School, Newbegin, Hornsea, HU18 1PB

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|--------------------------|----------------|
| Inspection date | 07/05/2014 |
| Previous inspection date | Not Applicable |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| 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

- Management effectively monitor teaching and learning and staff practice. Staff fully understand how to promote children's learning. This results in high expectations for their achievements. Consequently, children's progress is very good given their starting points and abilities.
- Staff are secure in their knowledge and understanding of safeguarding matters. As a result, children's safety, health and well-being are effectively supported.
- Children are fully engaged in their play. This is supported with a wide variety of quality resources and activities that motivate and offer challenge for the children.
- Exceptionally secure attachments are forged between children and their key person. This supports children to increase their confidence and self-esteem.
- Highly positive relationships with parents and carers are developed through effective induction and the frequent communication. Information is continually gathered and exchanged for the benefit of each child's continual care, learning and development

It is not yet outstanding because

- There is scope to enhance the outdoor provision for the very young children, to promote their personal, social and emotional development even further.

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 a range of children's activities in the nursery and outside areas.
- A tour of the premises was completed.
- The inspector held discussions with the headteacher and spoke with children and staff throughout the inspection.
- The inspector looked at children's learning records, planning and a selection of policies, procedures and other relevant records and safeguarding documentation.
- The inspector took account of the views of parents spoken to on the day and through written feedback provided.

Inspector

Carol-Anne Shaw

Full report

Information about the setting

Hornsea Nursery School (Early Years) was registered in 2013 on the Early Years Register. It is situated in a purpose-built single-storey building in Hornsea, in the East Riding of Yorkshire. The setting is managed by the governing body of Hornsea Nursery School and it serves the local and surrounding areas. There is an enclosed outdoor area for the children. The setting currently employs 12 members of staff who have relevant qualifications at levels 2, 3, 4 and 6. There is support from the nursery teaching team and additional staff for administration. The setting is open during term time only. Sessions are from 8.45am to 11.45am and 12.45pm to 3.45pm. Children attend for a variety of sessions. There are currently seven children on roll, all of whom are in the early years age group. The setting provides funded early education for two-year-olds.

What the setting needs to do to improve further

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

- enhance the outdoor learning environment for the less confident younger children to support their personal and emotional development, for example, by providing a welcoming base area so children can freely access a quieter area outdoors.

Inspection judgements

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

The staff team have a good knowledge and understanding of how to meet the Statutory framework for the Early Years Foundation Stage and use this effectively to support children in their learning and development. The environment is homely, engaging and contains quality resources which promote children's learning through a wide range of experiences. The resources and activities are age and stage appropriate for every child. The environment is organised well into designated areas of learning, which inspires children to become motivated learners. Staff in the setting skilfully extend children's language and thinking by modelling language and posing questions, such as 'What can we do now?' and 'Can you remember what colour this is?' This teaching strategy promotes children's memory and recall and extends their language skills. The environment is calm and imaginative and enhances children's learning as they freely select resources and engage in independent play. They independently access a wide range of resources to support their creative work.

Children are becoming extremely confident and self-assured, and explore their surroundings with lots of enthusiasm. The indoor environment is rich in language, with many displays that exhibit children's work. For example, around the different learning areas, key words are displayed in English, and other relevant languages are used to encourage the children to notice text within the environment which they can reference.

Indoors, they role play in the home area and follow their interests linking with the different play areas. The outside area is stimulating and has many different areas which offer age-appropriate resources for the children. All areas of learning are promoted in the outdoors and children enjoy accessing the outdoor area for extended periods of time on a daily basis to promote their learning. However, there is scope to further enhance this for the very young children. There is no quieter area for the less confident two-year-old children to use, until they are fully confident in joining the older children's more robust play, to further support their personal, social and emotional development.

The quality of teaching and learning is of a high standard. Staff use robust observations and assessments to monitor children as they make good progress towards the early learning goals and develop the necessary skills to support their readiness for starting school. Observations clearly identify the next steps in children's development as staff are highly skilled in using development stages that link to the Early Years Foundation Stage. This enables them to clearly identify children's skills and assess how they are moving forward. Parents contribute to children's learning in the setting by ensuring the staff are made aware of children's current interests. They come into the setting and join in the play sessions. Information from home is added to the children's learning journey record. Staff undertake many regular and accurate observations, discuss with children and identify children's next steps in their development. This becomes the focus that is used for the weekly planning of activities that gives challenge to all children. Children's individual needs and interests from home are built into the planning. For example, younger children who are fascinated with babies and home play are supported by staff to develop a role play area to support their interest in looking after babies. This promotes children's personal, social and emotional development. Resources are stored on low-level shelving and in storage units for children to freely select. This allows children to make independent choices in their play and helps them when they tidy away.

Staff have formed good partnerships with parents, which are developed through excellent settling-in procedures. Parents complete information forms giving staff information about children's families and their interests. In addition, staff undertake home visits to ensure they have comprehensive information about the individual needs of the children. Baseline assessments which identify children's developmental starting points upon entry are completed for all children. This allows a consistent approach in supporting children's needs between home and setting. Parents are very well informed of their child's progress through daily verbal discussion, learning journey records, parent activities and newsletters. Staff recognise that some children may have additional needs, and effective planning is in place to support individual children with any delays in their development. Different strategies are used to support children's communication, for example, picture prompts are in place to support the children's understanding of the setting routine. Children's learning at home is further supported as books and play resources are available take home to enable parents to promote learning at home.

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

The staff support children to learn about safe practices. When children climb up the steps, staff encourage them to think about how to keep themselves safe, by discussing how they

must hold on to get their balance. They encourage the children to take turns and talk to them about the appropriate use of equipment. The discussions with children clearly show that safety is explored and a growing understanding is developing. Children learn about the importance of exercise through a wide variety of activities. They enjoy many opportunities to play in the outdoor area and enjoy music and movement sessions. Children learn about healthy eating through discussions at snack times and regular baking activities. They learn about making healthy choices and explore where food comes from. The snack menus offer a good choice of healthy options with a range of prepared fresh fruits and vegetables, milk and water. Any individual dietary needs are effectively managed through close working with parents.

Children express emotions and feelings through their play. For example, children use a mirror to observe their facial expressions and movement. Staff provide good role models and help children in naming different emotions. Staff build extremely warm relationships with children. The setting has a well-established key person system which means that the children develop exceptionally close, secure attachments with dedicated members of staff. Children behave extremely well; they know what staff expect of them because boundaries are consistently and sensitively applied. The staff promote positive behaviour and they constantly praise and encourage the children. As a result, behaviour is very good and children grow in confidence and self-esteem. Staff consistently praise, provide encouragement and offer age-appropriate interventions. For example, they encourage children to think about the feelings of others through the effective use of the displayed emotion pictures. Children learn about different cultures and beliefs by celebrating a range of festivals throughout the year. Staff plan activities to allow children to explore different cultures, such as creative activities and using a range of multicultural resources. There are opportunities to explore the wider world through the use of books and displays of pictures.

The staff caring for the two-year-old children have highly effective partnerships with the whole staff team. Consequently, children are exceptionally well prepared for the next stage in their learning. Once children are ready to move on to the next stage of their education, the setting provides lots of activities and information to prepare children effectively for the transfer. As they are integrated in the nursery school, and use both the indoor and outdoor environment, children know the staff in the nursery. This ensures that children become confident and fully prepared in times of change and transition to make a good start in their next stage of learning. Progress documents are completed and shared by staff. Staff consult with other professionals to identify children's individual needs, and work with the local children's centre and hearing impairment support. Close working with parents ensures any medical needs are met and children are fully included in the activities. There are secure procedures for obtaining information about children's health from parents.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood by the whole management team, and all the staff ensure they meet these. This means that children are well protected in the setting. All staff complete safeguarding

training and are well informed about child protection procedures and who to contact should they have a safeguarding concern. Comprehensive systems are in place which enhance safeguarding practice. Policies and procedures are discussed at staff meetings and they follow robust recruitment and vetting procedures. Effective induction for staff is in place to ensure their suitability to work with children. The requirements for numbers of children attending and staff ratios are effectively met and maintained. Parents are made aware of the safeguarding procedures through policies, notices and parents information boards. The headteacher has an excellent understanding regarding her responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Comprehensive risk assessments cover all areas of the premises and any outings undertaken to support children's safety and security. Daily visual checks of the premises ensure that the environment is safe, clean and fit for use. This results in the chance of accidental injury occurring being reduced and supports children's safety.

The nursery school headteacher effectively supports the staff team to progress children's learning for the two-year-olds. The two-year-old manager oversees the planning and implementation of the educational programme for the very young children. Through observing staff practice, the effectiveness of the teaching is effectively monitored. Children's individual progress is recorded to identify any children that may need further support to ensure that no child gets left behind. Comprehensive tracking of children's learning is in place. Staff performance is monitored through staff supervision and appraisals. The nursery school is committed to the ongoing continued professional development of the staff team, ensuring that their knowledge is comprehensive and up to date. The views of parents, staff and children are valued and included as part of the setting's self-evaluation process. Parents and carers are valued as partners. The self-evaluation process is highly effective, which contributes to them having an honest and realistic view of the setting's strengths and the areas that can be developed further. They make continuous improvements to benefit the children. The setting places a strong emphasis on promoting inclusion for all children, including those with special educational needs and/or disabilities, and children who speak English as an additional language. There are effective partnerships in place with the local children's centre, local authority and other agencies. Therefore, the needs of all children are securely met, with any additional support they may need. Transition is fully supported within the nursery school.

Partnerships with parents are highly effective. Parents are extremely complementary about the setting and the commitment of the staff team. They are made welcome and come into the setting, where they can gain a further understanding of their child's development, which is beginning to promote learning and development at home. Their child's development profiles are freely available and parents state they feel included in their child's progress. Information for parents is available in the entrance area, along with the policies and procedures and a notice board detailing activities in the local area. Parents are kept informed about areas of learning and safeguarding procedures through newsletters, meetings and the parents' notice board.

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 | EY471199 |
| Local authority | East Riding of Yorkshire |
| Inspection number | 945677 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 60 |
| Number of children on roll | 7 |
| Name of provider | Hornsea Nursery School Governing Body |
| Date of previous inspection | not applicable |
| Telephone number | 01964534396 |

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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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