

Curious Goose Nursery

The Scout Hut, Duckspond Road, BUCKFASTLEIGH, Devon, TQ11 0NL

Inspection date

Previous inspection date

02/05/2014

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	1

The quality and standards of the early years provision

This provision is good

- The leadership and management is outstanding. The manager has developed a clear vision and made swift progress towards this since registration.
- The staff have a good knowledge of how children learn and develop, and interact well with children in order to develop and extend skills in all areas of learning.
- Staff have good relationships with children, so that they feel safe and secure and ready to learn.
- The environment, particularly outdoors is stimulating and well resourced.

It is not yet outstanding because

- Staff have not fully developed procedures for including information from parents and other settings in the children's developmental records.

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 spoke to parents, staff and children.
- The inspector observed activities indoors and outdoors.
- The inspector sampled relevant documents including some policies and procedures
- The inspector looked at children's assessment records.

Inspector

Margaret Baird

Full report

Information about the setting

Curious Goose Nursery re-registered in 2013 under new ownership. The nursery operates from a former scout hut in Buckfastleigh, Devon. Children have access to three different outdoor play areas. The nursery is open each weekday all or part of the day from 9am to 3pm during term times. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are four members of staff including the manager. The manager is a qualified early years teacher and all other staff have a suitable level 3 qualification.

What the setting needs to do to improve further

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

- develop more strategies to involve all parents in children's learning and development
- further develop systems to liaise with other settings children may attend and with parents about children's progress.

Inspection judgements

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

The manager and staff have a secure understanding of how children learn and develop and are skilled at developing learning in several areas, in all activities. For example, register time is used as an opportunity to engage children in counting. Staff and children identify numbers on a display, make predictions and calculations. Consequently, children learn to solve problems and develop mathematical skills in a meaningful way. During the inspection, a member of staff counted the children in Spanish, as they counted along with her. Children feel secure and valued as they sit together and staff praise them for their efforts. All staff engage in the activities, extending and enhancing learning, and children who are settling in receive good support. Expectations of good behaviour are consistently reinforced as the children sit together. They are eager to demonstrate that they know what to do.

Staff take children's interests into account in order to develop their skills across the areas of learning. For example, books and activities about dinosaurs are provided for children who are interested in them; an ice cream shop was set up outside because children had started to develop this idea. There is an emphasis on the development of the prime areas and communication and language is a priority. Teaching in this area is a strength, being consistently good and sometimes outstanding. Children sit in small groups for letters and

sounds activities. Their skills are developed well by experienced practitioners who use interactive resources to support learning outcomes. For example, as the focus of the learning is on rhyming words children listen to a rhyming story and consistently and accurately predict rhyming words. This is followed later in the morning by acting out the story of the Three Billy Goats Gruff. It is guided by a member of staff, who supports the children in recognising the rhyme in the story and is sensitive to the children as they take part. It helps to develop their skills in literacy, and their confidence and self-esteem. Interaction between staff and children is warm and playful, ensuring that children enjoy their experiences.

All staff contribute to assessment and planning which is precise and focused on individual development and need. This ensures children make good progress, and in some cases rapid progress from their starting points. Because staff know the children's starting points, they are able to make accurate assessments as they develop. This ensures that they plan effectively for children's next steps in learning. Parents contribute to this assessment, although at times staff have not been able to ensure this happens for all children.

The environment is well organised and there is a stimulating and exciting outdoor area. Children also learn about nature indoors by looking after animals and watching the progress of eggs, which are about to hatch in an incubator. Children are encouraged to develop mathematical skills by measuring, counting and recording information. Staff give children time to work things out, but join them in play to develop learning. For example children involve a member of staff in making and buying ice-cream from their shop. Staff also develop learning as situations naturally arise, for example a child finds an ant and the member of staff finds a magnifier so that they can look at it in detail. The outdoor area is rich with natural resources. The mud kitchen has a variety of containers and scoops, and children are encouraged to make mud pies using herbs that they are growing alongside. Children use well known story recipes to stimulate their play and to develop literacy and numeracy skills.

There are many opportunities for physical development, and the use of natural resources is imaginative. Staff make the most of opportunities in nature, as the children watch birds in a nest box, and find slow worms. They benefit from regular visits to the nearby duck pond and the local library. Some of the learning from these visits is developed in books, which the staff and children make together. Consequently, children develop links between the areas of learning and are developing skills in reading and writing for a purpose. Children develop skills through observing what they see in nature and use information books to help them with their recording. Consequently they made good progress in physical development, literacy, and personal, social and emotional development.

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

The key person system works well, and the children have close relationships with staff which helps them settle and enjoy the environment. They are encouraged to be independent, for example by making choices about the healthy snacks available. They learn valuable self-help skills and begin to understand about healthy lifestyles. The

environment is full of opportunities to develop independence and explore and children are engaged in the activities as a result.

Behaviour is very well managed and children are supported with managing their feelings and sharing. Staff provide clear guidance so that children know what is acceptable and how their actions affect others. Consequently, children develop skills in personal, social and emotional development that will help them with their future learning. The staff make home visits when children are about to start and parents are encouraged to stay with children in the setting until they feel happy. Parents report that they are very satisfied with the settling in process and feel involved in their child's learning and development. Staff work well with parents to develop children's emotional well being and independence and this provides a strong foundation to learning.

The environment and range of activities provided both inside and outdoors is a strength of the nursery. Children feel safe and secure because they are familiar with the environment and know how to conduct themselves. Staff encourage them to explore and develop skills through the provision of open-ended resources, which provide opportunities to develop in all areas of learning. For example, there is a builders yard with real bricks and tools. Real signs enhance the children's development in literacy in a meaningful way. Staff give children time and space to work things out, but join them in play to develop and extend their ideas and subsequent learning. This helps the children to become active learners. There are generally good links with the local schools and regular visits are made in order to prepare children for transition to their next stage of learning.

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

The manager is well qualified, experienced and has an excellent understanding of her responsibilities for the welfare and safeguarding and learning and development requirements. She brings experience of her work as a local authority adviser in Early Years, experience as a qualified early years teacher and knowledge of good practice to the nursery and staff. There is a clear vision for the nursery and the manager is highly effective in her leadership of staff. She quickly identifies and actions areas for improvement to ensure consistent good practice amongst the team.

The manager is inspirational in her teaching and is an excellent role-model for the rest of the staff. She involves all staff in planning and assessment and monitors the setting regularly. There is an effective system for monitoring staff, so that good practice is shared. As a result, staff work together as a highly effective team. The manager is very reflective of her practice and of systems for planning and routines in the nursery. Staff plan together based on the interests and developmental needs of their key children, and systems are continually developed so that all staff know the developmental stages for all children. They also set aside time each week to reflect on their practice together in order to adapt and improve the experiences for the children. Staff attend regular training, according to the needs of the children.

The manager seeks advice from the Local Authority on further initiatives and training for the team. Staff make good use of training and materials from the 'I Can', children's communication initiative, in order to support children in their speech and language development. They also provide materials and information for parents about supporting their children in this area.

The manager and all staff have an excellent understanding of their responsibility for safeguarding and child protection, supporting children and families in close liaison with external agencies. The environment is risk assessed to ensure any hazards are identified and removed and policies and procedures underpin the nursery good practice. In a short amount of time the manager has already developed a highly effective system of self-evaluation. She and the staff prioritise improvements and work hard to implement change. This is sensitively managed for the benefit of individual children at the nursery.

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	EY469478
Local authority	Devon
Inspection number	942700
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	21
Name of provider	Jane Rea
Date of previous inspection	not applicable
Telephone number	07518089945

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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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