

Overndale School

19 Chapel Lane, Old Sodbury, Bristol, Avon, BS37 6NQ

Inspection date

Previous inspection date

14/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

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 | 3 |

The quality and standards of the early years provision

This provision requires improvement

- Established relationships with staff ensure children are happy, keen to learn and rapidly growing in self-assurance.
- Staff provide interesting experiences for children that are based on their needs and interests so they make good progress in learning in relation to their starting points at entry.
- Strong links with parents and carers enable staff to share information about the children and their learning at home and in the nursery.

It is not yet good because

- The provider and management allowed staff to provide childcare outside the early years age range for which the nursery is not registered and Ofsted was not notified. This is a breach of legal requirements.
- Occasionally, staff miss opportunities to challenge and extend children's thinking through using open comments and questions.
- The staff's presentation of resources does not always enhance children's choices and learning.

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 play rooms of each unit and the outside learning environment.
- The inspector had discussions with the managers, staff, children and parents and spoke to the owner on the telephone.
- The inspector undertook a joint observation with a manager in the kindergarten.
- The inspector sampled a range of documentation including the improvement plan, children's records, planning, safeguarding procedures and policies.

Inspector
Angela Cole

Full report

Information about the setting

Overndale Nursery registered in 2005 and is privately owned. The nursery is situated in a rural area at Old Sodbury in South Gloucestershire. It operates from a converted farmhouse with separate units for babies, toddlers and children in the kindergarten. Children play outdoors in enclosed gardens and grounds. The nursery opens each weekday from 7.30am to 6.30pm for 51 weeks of the year, excluding bank holidays. The nursery is registered on the Early Years Register. There are 73 children on roll aged from three months to under five years. They attend on a full- and part-time basis. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. There are 13 staff and nine of these hold appropriate early years qualifications. There are four members of staff working towards a qualification. One of the managers holds early years professional status and the other has a level 4 qualification in management.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve knowledge of the requirements of the Statutory framework for the Early Years Foundation Stage to ensure that all significant changes in the provision are notified to Ofsted.

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

- foster children's learning by providing additional challenges to further extend children's thinking, including increased use of open comments and questions
- encourage children's increasing independence in selecting and carrying out activities by further organising resources to enable freedom of choice.

Inspection judgements

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

Staff have a good understanding of how babies, toddlers and older children develop and learn. They gain an effective overview of children's starting points and needs by gathering information from a variety of sources. These include conversations with parents during settling visits and the child's previous key person and perceptive observations of children's play. Children receive good help to progress in their learning and development as they

explore the ranges of stimulating activities and experiences offered. Staff give children much one-to-one support, for example as they talk about pretend meals they are preparing. Staff incorporate individual children's interests and their next steps in learning into the weekly planning for each age group. They link their detailed observations robustly to the areas of learning to celebrate children's achievements and to plan further learning experiences. Staff carry out detailed progress checks for each child before they leave the toddler room at the age of three years. This summary of learning helps to provide the support children need to close any gaps in learning.

Staff have established relaxed, flexible routines that enable babies and children to feel secure and to become absorbed in play of their own choice. These routines include quieter times that follow young children's need for sleep. Older children rest as they sit with adults to look at favourite books. They enjoy acting out stories, as they are well supported by staff, who suggest suitable words. The routines also enable children to play energetically outdoors. Children effectively learn about the world around them. For example, they observe lambs being born in an adjacent field and watch fascinated as planes make trails in the sky. Young children receive good support to develop their personal skills. They gain confidence and extend their concentration as they repeatedly play, for example, with 'gloop' and sand to pour. Babies and children develop good use of their small muscles to place items precisely where they wish these to be, such as puzzle pieces. They develop coordination as they learn to use appropriate cutlery. Staff use children's play interests effectively to enhance their communication and language and encourage children to listen to one another.

Staff teach children well about the early stages of mathematics and reading. Children learn to recognise numerals and count high numbers of children, adding one more for themselves. Although adults occasionally miss opportunities to extend children's learning, for example, with open comments and questions, overall they foster children's language and thinking effectively. Staff extend language well in rhymes and songs, emphasising rhyming words. They introduce children to a wide range of songs as toddlers choose objects from song boxes and staff frequently use the 'props' to extend children's involvement. Staff teach older children skilfully about letters and their sounds using objects beginning with the chosen 'letter of the week'.

Overall, staff have a good understanding of the importance of encouraging children to become as independent as possible. They support children from a young age so that, when they move on to full-time education, they have the foundations of good social and learning skills. Staff expect young children to begin to do things for themselves, such as cooperating with dressing and gaining confidence in personal hygiene. Older children learn to persevere and to organise increasingly their own learning activities. Children benefit by gaining skills to stand them in good stead for their next stage in learning.

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

Staff take many positive steps to promote children's well-being. The staff's caring, friendly practice suitably supports children's physical and emotional well-being. Staff demonstrate

they know their key children and their backgrounds as they interact. Children develop strong attachments with their key persons and room staff and demonstrate they feel safe and secure. Children understand the routine and rules of the nursery. When a staff member rings a bell, kindergarten children know to stand still and listen to directions. Though at times children need gentle reminders about not running indoors, many children are noticeably well behaved and polite. Staff manage children's behaviour in consistent ways, reminding children to share and praising them when they take turns. Children increasingly develop confidence to take on responsibilities. They support younger children on settling visits and eagerly help to prepare the dining room for lunch.

The environment is family friendly and welcoming with children's work on display. Staff plan the rooms in areas so that children can often find what they want to use. This means children move freely round the play spaces, choosing many quality resources from low-level storage to help them control their learning and build their confidence. This system helps children become independent as learners in readiness for the next stage in learning. However, children cannot always access the full range of resources, for example to find paint and sticking materials or use a laptop. Nevertheless, children develop well as they explore their surroundings. They are cooperative and willingly take on responsibility, for example collecting water from the water butt for the chutes, as they play outdoors.

Staff enable children to develop their understanding about healthy lifestyles. Children respond to prompts to remind others to wash their hands after collecting chicken's eggs and before eating. Staff sit with babies and children at mealtimes so they learn good manners and a sociable time is fostered. They chat happily together. Children confidently develop their independence, for example by accessing water beakers and serving themselves with pre-prepared snacks. Staff recognise the importance of children playing outdoors in the rural surroundings. Staff take babies outside each day into the fresh air to develop their balance and coordination. Mobile children enjoy long sessions of outdoor play and use a wide range of physical equipment. Staff teach children how to keep themselves safe, including when negotiating rougher ground and using tools in the mud kitchen. Children develop new skills as they balance on rockers, scoot and pedal wheeled toys; younger ones enjoy moving in different ways on soft play blocks. Older children use more challenging climbing equipment on visits to another area on site, which means that even the most athletic children can test their physical abilities.

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

The inspection was brought forward, following a concern about the nursery's registration and hygiene. This inspection found that the provider demonstrated a lack of knowledge about the age range covered by the Early Years Register and of the requirement to notify Ofsted of significant changes to the provision. On one occasion, the provider and staff provided childcare for children older than the early years age range for which the nursery is registered. This is a breach of legal requirements. As the management responded immediately by ending the childcare, this had no significant impact on children's safeguarding or well-being. The provider is, overall, satisfactorily aware of the

responsibility in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage.

The managers and staff are aware of their roles in the nursery. All staff are suitably checked to help ensure they are safe to work with children. During appraisals, staff identify appropriate training needs and cascade the knowledge gained from courses to others. Employment procedures are sound and basic induction enables staff to be adequately aware of the nursery's policies and procedures. The managers work alongside the staff to model good practice. The designated manager attends specialised safeguarding training and most staff hold current child protection course certificates. As a result, they demonstrate knowledge of child protection procedures, including of how to respond if they have a concern about a child. Risk assessment covers aspects of the nursery that require attention to keep children safe. Daily checks are completed and recorded on each area of the nursery to reduce risks for children. The premises, including the children's toilets, are fit for purpose, adequately ventilated, safe and organised in a way that meets the needs of children. Hygiene practice is good.

The provider is strongly aware of their responsibilities in meeting the learning and development requirements. Staff note observations consistently on the children to share and identify children's next steps and interests. An enhanced system for monitoring of children's progress is ready to be used to enable staff to be more aware of any child or groups of children who may need extra support to close gaps in their learning. Staff are well aware of how to complete progress checks for two-year-old children to plan for the next steps in their development. Partnership working with parents and carers is a strength of the nursery. Children's key persons foster productive relationships with parents and carers. They achieve much sharing of information about children's care and learning in the nursery and at home. Parents speak highly about the nursery and a significant number of families have had several children attending over the years. Partnerships with other early years settings are well established. Information sharing between them is consistent and staff use this effectively to ensure that all adults are able to contribute to children's learning and development.

The nursery has started to develop ways to complete an evaluation of practice. Following the surge of alterations on becoming solely a nursery using valued input of local authority advisors, the management has identified some areas for improvement. These focus mainly on refurbishing the outdoor spaces, re-organising paperwork and continuing the training programme. The management and leadership have well implemented all recommendations from the previous inspection. The recommendations referred to staff knowledge of the Early Years Foundation Stage, assessment, and grouping of children, children's daily records and medication records. The provider welcomes views of staff and parents and displays children's comments to help drive improvement in the quality of the provision.

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 | EY311754 |
| Local authority | South Gloucestershire |
| Inspection number | 960694 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 74 |
| Number of children on roll | 73 |
| Name of provider | Overndale School Ltd |
| Date of previous inspection | not applicable |
| Telephone number | 01454 310332 |

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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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