

# Ladygrove Nursery and Out of School Club

Ladygrove Cp School, Old Office Road, Dawley, TELFORD, Shropshire, TF4 2LF

<b>Inspection date</b>	11/06/2014
Previous inspection date	24/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
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 inspirational. Staff use a superb range of methods to help children engage in challenging activities. They use very successful ways to observe children's development and plan for their next steps in learning. Consequently, children make significant progress from their starting points and are very well prepared for school.
- Staff have a good knowledge and understanding of their role and responsibility with regard to protecting children in their care from abuse and neglect. This ensures that safeguarding requirements are met to promote the safety of children.
- Children are sociable, courteous and well behaved. They understand the importance of being kind and considerate to each other and share and take turns during play. Praise and encouragement from staff ensure children feel secure and included. This promotes children's emotional well-being.
- Partnerships with parents and the host school are very good. This supports a smooth transition between the nursery and school, which promotes continuity in children's care and learning.

### It is not yet outstanding because

- Staff do not always consider the size of groups when taking children on outings.

## 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 play and learning activities and spoke to staff and children in the indoor and outdoor environment.
- The inspector participated in an outing with the children, staff and volunteers.
- The inspector looked at a selection of children's assessment files and progress tracking information and spoke to the key persons.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector looked at a range of policies and procedures and discussed these with the manager.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Kerry Wallace

## Full report

### Information about the setting

Ladygrove Nursery and Out of School Club opened in 2003 and re-registered in July 2010. It is managed by a voluntary management committee and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from a purpose-built demountable building within the grounds of Ladygrove Primary School in Dawley, Telford. Children have access to an enclosed outdoor play area. The nursery opens Monday to Friday, during term time only; from 8.45am to 12pm. Children attend for a variety of sessions. There are currently 34 children on roll, of whom 17 are in the early years age range. The nursery receives funding for the provision of free early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities. There are currently three staff working directly with the children. Of these, one has Early Years Professional status and two hold early years qualifications at level 3. The nursery receives support from the local authority.

### What the setting needs to do to improve further

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

- build upon staff's ability to fully engage with all children during outings by reviewing group sizes.

### Inspection judgements

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

The quality of teaching is outstanding. Staff consistently achieve high standards across every aspect of their work. They support children exceptionally well and use an excellent balance of adult-planned and child-initiated activities to extend children's thinking, interest and learning. For example, during circle time, children are encouraged to recognise their individual name cards and enjoy having the responsibility of completing a pretend register where they correctly identify children's names and note their attendance. Staff expertly use this opportunity to promote children's communication, language and literacy as they encourage children to sound out their names and use accompanying actions used in early phonics programmes to promote their learning. Children learn about numbers as they look at the calendar and discuss the changes to the current month. Staff skilfully use opportunities to encourage children to count to keep them occupied as other children attend to toileting. Children learn to count well beyond the expected the levels in the early learning goals and are keen and motivated to do this. Staff encourage children to write their names on a white board and to sound out individual letters to teach younger children about early phonics and reading skills. As a result, children are actively engaged in their learning and make exemplary progress across all seven areas of learning. They are learning skills and attitudes to prepare them for their future learning at school.

Children achieve at a remarkable rate because the staff have an outstanding knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Staff skilfully provide children with challenging and interesting learning opportunities. For example, children have great fun as they embark on an outing to purchase stamps and post Father's Day cards. When they return, staff encourage the children to re-enact this in the role play area that has been organised as a post office. They talk to each other about how their cards will be received and are excited about this. Consequently, staff promote the characteristics of effective learning exceptionally well. Children with special educational needs and/or disabilities are supported well as their progress is closely monitored through extensive observations. They receive excellent support from staff and wider professionals. This ensures they make exemplary progress in their learning and development.

Children are extremely happy and confident and display high levels of independence. For example, they confidently access a wide range of resources and ensure that these are put back during tidy-up time. Routines are well organised to expertly support children's learning and development across all areas of the Early Years Foundation Stage. Children are active and motivated learners. There are an extensive range of resources for children to access. Children freely engage in many independently selected activities, which they sustain for long periods of time. Children have access to the host school's outdoor area and regularly participate in forest school activities. They enjoy planting fruit and vegetables and are encouraged to tend to them. This helps to promote their learning about living things and how things grow.

Staff have established highly successful ways to observe children, and use these to ascertain children's starting points and identify the next steps in their learning and development. Meticulously written observations are used to track children's progress and to formulate written assessments which are shared with parents. These are supplemented with various annotated photographs showing children engaged in a wealth of interesting activities. This provides a delightful reference to share with parents and ensure they are involved in their children's learning. Staff's superior understanding of children's next steps in their learning ensures that they are constantly thinking about how their teaching can move children's learning on. Consequently, children make outstanding progress in their learning and development and are developing first-class skills to prepare them for their future learning at school.

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

Children are happy and content to be in this welcoming and stimulating nursery environment. This is evident from their friendly interactions with each other, their key persons and visitors. For example, children invite visitors to play with them in the sand and talk to them about their interests. Staff support children's emotional well-being by explaining why visitors are present so that children feel safe and secure. Parents comment that the nursery is 'brilliant' and their children enjoy spending time there. Staff teach children to manage their own safety. For example, they discuss details of their planned outing and remind children of potential hazards when crossing roads. Children are well supervised during outings and staff constantly count the number of children to ensure that

they are all safely accounted for. However, the group size for outings is sometimes too large and, when children are animated and excited about their outing, this sometimes means that it is difficult for staff to make sure all children are listening and fully aware of the safety procedures and instructions to follow. Children regularly use the outdoor facilities in the host school, which includes forest school activities. This helps to prepare children for their next steps in learning as they become familiar with the school environment while learning to explore, be curious and learn new things.

There is an effective key-person system in place. Each child is assigned a key person and this is shown on a display to inform parents so they know who to speak with if they have a concern. Staff gather information from parents about their children's individual interests on an 'All about me' form. Children benefit from a well-thought-out settling-in period so they become familiar with their surroundings and key persons. Staff are good role models and ensure that all children are listened to, especially during circle time. They remind children to use good manners and to be kind and considerate to each other; as a result, children understand what is expected of them. Children play very well together and share toys and the wide range of resources. Staff praise children's efforts and ensure they are given clear boundaries. Consequently, children are courteous and behave very well.

The food provided to children at snack time promotes their health and meets any special dietary requirements of individual children. For example, they always have a variety of fresh fruit and are offered a choice of milk or water. Children learn about good hygiene procedures as staff explain why they should wash their hands before eating and after toileting. This teaches children to adopt good hygiene practice to promote their health and hygiene. Children's self-care and independence skills are promoted well in the nursery. Staff encourage children to pour their own drinks and to dress independently when preparing to go outdoors. Children have regular access to the outdoors and enjoy being outside. As a result, children benefit from fresh air and regular physical exercise. This helps to promote a children's physical well-being and their understanding of the benefits of being active.

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

Staff have a good understanding of safeguarding and welfare requirements. Staff request visitor identification and sensitively inform visitors of their policy regarding the use of mobile phones and cameras in the nursery. Suitability checks are carried out on all staff and there are sound recruitment procedures and an established induction programme in place. Staff are aware of any action to take in the event of an allegation being made against a staff member. They have completed safeguarding training and are confident about their role to protect children in their care. Risk assessments are carried out annually and are supported by daily visual checks to identify any areas of concern. Risk assessments are completed for all outings. Staff are aware of the need to ensure that children are kept safe during outings. They consider adult-to-child ratios and ensure they have a mobile phone and contact details of all children in case of an emergency. Children are supervised during outings and staff take appropriate steps to make sure they are kept safe and in sight. However, the group size is sometimes too large for staff to fully engage

with all children during outings, and there is scope to review this so that all children can hear what staff have to say, listen to instructions and make the most of their time on outings.

The learning and development requirements are understood extremely well by the manager and staff. Teaching is excellent and ensures that children's learning and development are given high priority. Staff are well qualified and as a team they consistently plan for and review children's learning and the experiences they provide. Staff are keen to evaluate their provision and ensure that they continually improve this. For example, they have identified that the outdoor area needs renovating and are currently purchasing new resources to develop this area. All previous recommendations have been successfully acted upon. There is an established programme of professional development which is underpinned by the annual appraisal.

Partnerships with parents are well established. Parents are encouraged to be actively involved in their children's learning at home and share information about children's achievements. The manager has a very good understanding of the importance of working in partnership with parents and other professionals. For example, she ensures that parents have regular feedback forms so they can evaluate current practice and share ideas for future development. Consequently, children's learning and development are well supported. Staff actively seek the help of outside agencies to support children with special educational needs and/or disabilities to ensure they are fully supported in their learning and development. Staff have a clear awareness of children's home life, which they use very well to support children. There is a strong partnership with the host school, as many committee members are teachers who offer support and advice to staff. This collaborative approach promotes children's learning and development very well.

### **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

<b>Unique reference number</b>	EY405350
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	850651
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	25
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Ladygrove Nursery Committee
<b>Date of previous inspection</b>	24/05/2011
<b>Telephone number</b>	01952388370

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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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