

Awsworth School House Day Nursery

The Lane, Awsworth, NOTTINGHAM, NG16 2QQ

Inspection date	15/05/2014
Previous inspection date	10/10/2013

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

- Children are making good progress in all areas of learning due to the competence of staff and their commitment to all within their care.
- Staff have an excellent understanding of their roles and responsibilities in regard to the safeguarding and welfare requirements, including child protection issues.
- Effective monitoring is carried out with regards to planning and assessment to ensure all children's needs are well met and early intervention is available should it be required.
- The management team are highly committed within their role to ensure the nursery goes from strength to strength and work closely with all staff to ensure this.
- Children have access to a wide range of quality resources and stimulating activities and experiences as they learn through play.

It is not yet outstanding because

- Opportunities for children to experiment further and extend their experiences of writing are not fully enhanced as a wide variety of resources are not freely available.
- Although children learn to respect others, there are few visual displays to promote diversity to raise children's awareness of differences.

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 playrooms and outdoor areas.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the owner, managers and staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of staff working within the nursery and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Lianne McElvaney

Full report

Information about the setting

Awsworth School House Day Nursery was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted school in Awsworth, Nottinghamshire and there is an enclosed area available for outdoor play and learning. The nursery employs 16 members of childcare staff. Of these, two hold appropriate early years qualifications at level 5, 12 at level 3 and two are unqualified. The nursery director also holds Early Years Professional status. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6.30pm and children attend for a variety of sessions. There are currently 87 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language. The nursery is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- enhance children's literacy development by providing an increased range of equipment to enable children to make marks in a variety of situations and for a purpose
- strengthen children's understanding of similarities and differences in people and their communities, for example, by displaying images that reflect diversity.

Inspection judgements

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

Children make good progress in their learning and development. Staff ensure that all areas of learning are covered in the educational programme. Staff discuss and identify children's starting points by gathering information from parents and completing observations. They link these to the Early Years Outcomes in the Early Years Foundation Stage guidance. They use this information to identify children's next steps in learning and plan appropriate activities to promote their progress. Parents contribute observations from home to their children's learning journals and this encourages children to feel involved and their contribution valued. Staff invite parents in to meet and discuss their children's progress each term and regularly discuss children's progress informally. Staff use this information as the basis for completing children's progress check at age two.

Outdoors, children are encouraged to jump and run around. Children enthusiastically play catch with a flying plastic disc as staff enthusiastically join in with children's play. Children successfully steer and manoeuvre bikes and pushchairs around. They show awareness of

risk and consideration for their friends as they wait until the path is clear before driving their car down it. Young children make a beeping sound to signal that their vehicle is reversing to warn their friends. Babies enjoy exploring a variety of materials, including sand and water as staff gently guide and facilitate their play. Indoors children develop hand control and coordination as they build with bricks and hammer pegs in the builder's yard role-play area. Older children confidently use the computer. They select and follow educational programs, using the touch screen with increasing skill. Children happily select resources and tools that they need, which are easily available. However, there is scope to enrich the range of mark-making materials to enhance children's early writing skills.

Staff skilfully use children's interests to support their play. For example, they encourage children to build a model of a spaceship with boxes. Children concentrate intently as they attempt to complete their chosen model with sensitive interventions from the member of staff. Children develop their imaginations as they recreate familiar scenes in role-play areas and use a variety of materials to dress up. Staff use daily routines to familiarise young children with and enable them to recognise, the initial sounds of their names. Older children recognise their own names as they self-register on arrival and find their names at the lunch table. They follow instructions and discuss ingredients and quantities as they help make pizza together. Children listen attentively as staff read to them. They enthusiastically join in familiar phrases of known stories. These experiences help to promote children's imagination and early reading skills. Children organise and develop their own games and play cooperatively together. They enjoy choosing, singing and carrying out the actions of familiar songs. Staff ask open-ended questions and skilfully support and encourage children to communicate, using picture prompts and signs. They sensitively model correct pronunciation, to build children's confidence in using new or unfamiliar words. These techniques especially encourage children with English as an additional language as they begin to speak in English. Staff also seek information from parents about their home language. This enables staff to meet children's individual needs and communicate with them effectively. Overall, children are gaining the key skills needed to support their future learning.

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

Children and staff develop close and warm relationships. This leads to children feeling secure and assists them in developing their confidence and independence within the nursery. As children progress through the different age group rooms, their key person accompanies them on settling-in visits to support them. This results in children becoming familiar with their new environment and settling quickly in their new group. Links with other agencies are good. Staff invite reception teachers in to visit the nursery to get to know their prospective pupils in an environment that is familiar to children. This supports children's move to school. Effective partnerships with other agencies and providers enable all to work together to meet children's needs and continue to promote their ongoing progress.

Children become aware of difference and diversity through seeing a variety of languages and scripts displayed. In addition, they have some multicultural resources and dressing-up clothes they can use daily. However, there is room to extend the range of images

reflecting diversity to increase the opportunities for children to see the diverse community they are part of. The storage and organisation of resources in each room supports children's independence. The oldest children happily and safely choose and use scissors in their art and craft work. Two-year-olds confidently find their coats and additional clothes from their coat hooks and the bags hanging there. They attempt to dress themselves appropriately for outdoor play and happily approach adults for help and support when needed.

Children show awareness of risk and road safety rules as they discuss how they need to behave on their walk to school. They begin to learn about fire safety as they participate in fire drills. All children can freely use the outdoor play space each day, where they benefit from fresh air and the opportunity to play energetically. They enjoy balanced nutritious meals and learn to eat them independently. Staff are conscientious and ensure that they store and administer medicines appropriately and safely. Staff work well as a team and act as positive role models to children. For example, they show children in their actions how to cooperate with and assist those around them. This supports children in behaving well and helps encourage them to take responsibility for their own actions and their environment. The premises are cosy and welcoming with comfortable areas for floor play and looking at books. Children's increasing independence, communication skills and confidence prepare them for future transitions, such as between nursery rooms or starting school.

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

The provider and staff have a clear understanding of their responsibilities regarding the safeguarding and welfare requirements. The premises are secure and safe. All staff have been rigorously vetted by the management team to ensure that they are suitable to work with children. Staff are aware of child protection procedures to be followed if they have any concerns about children's welfare. There is a designated safeguarding person, who liaises with the appropriate agencies, to make sure that children's safety is kept as a top priority. There is a range of policies, procedures and documentation available to enable staff to meet all the requirements of the Early Years Foundation Stage. Most staff hold a first aid certificate and all accidents are recorded and parents informed. In addition, the provider is clear about informing Ofsted of any changes. Thorough risk assessments are carried out to ensure any hazards are identified and minimised. Staff are effectively deployed to ensure children are supervised at all times.

Staff have a secure understanding of the learning and development requirements. They make effective use of any guidance available and their own knowledge of children's learning styles to identify children's development and provide appropriate activities to promote their progress. Staff carefully monitor the balance of activities to ensure that all areas of learning are covered. Links are in place with other providers, enabling them to share information about children's progress and provide continuity in their learning.

Planning for children's needs is clear and effectively linked to their next steps in learning. The educational programme is also monitored well to ensure children make good progress

in their learning. Practice within the nursery is monitored well by the manager and regular supervision meetings are held to ensure information is shared. The management team work closely together to identify the strengths of the nursery and areas for future improvements. The manager has prepared a detailed self-evaluation document, which shows the nursery's strengths and highlights areas in which they plan to adapt, develop or change. Parent contributions regarding improvements and their comments and ideas are greatly valued and used to further enhance the provision. The manager ensures children's interests and suggestions are embedded throughout the nursery.

Partnerships with parents are good. Staff seek the views of parents through daily discussions and regular questionnaires. Parents strongly praise the nursery, valuing the care their children receive and the staffs' attention to detail. They are happy with the progress that their children make and the information that staff share with them. Staffs' ongoing professional development is actively encouraged. Children benefit from staff updating their knowledge of language development, which is evident in their practice. They are currently participating in a communication and language project, led by local early years teachers. The owner recognises how this has raised everyone's awareness of the value of having a word-rich environment. The staff team have worked with professionals from the local children's centre completing Strengthening Families training to support parents.

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	EY357100
Local authority	Nottinghamshire
Inspection number	974248
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	68
Number of children on roll	87
Name of provider	Shaheen Firdos Khan
Date of previous inspection	10/10/2013
Telephone number	01159 444 114

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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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