

# St Oswald's Ark

ST OSWALDS C OF E PRIMARY ACADEMY, Cross Lane, BRADFORD, WEST YORKSHIRE, BD7 3JT

## Inspection date

Previous inspection date

26/06/2014

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

2

## The quality and standards of the early years provision

### This provision is good

- The quality of teaching is good and some staff demonstrate outstanding practise in their interactions with children. Children make good progress and develop high levels of motivation and concentration because activities cater for their individual needs and interests.
- Staff are friendly and provide a very comfortable and relaxed environment. The key-person system is effective and enables children to form emotional bonds and develop a strong sense of belonging. This promotes their emotional well-being excellently.
- Partnerships with parents and other professionals are well established. This means that information sharing is of good quality and this has a positive impact on the well-being of the children.
- All staff are aware of the possible signs and symptoms of abuse and have a clear understanding of child protection and safeguarding procedures. This ensures that the welfare of children is paramount at all times.

### It is not yet outstanding because

- There are occasions when some staff miss opportunities to challenge all children and extend their learning to the optimum level, to enable all children to consistently progress towards excellence.
- There is room to strengthen the tracking of children's development to ensure any gaps in their learning are quickly identified and targeted in the planning process.

## 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 talked to children and staff, and also held discussions with the nursery teacher during the inspection.
- The inspector undertook a joint observation with the nursery teacher in the outdoor area.
- The inspector looked at children's assessment records, tracking and individual planning documents.
- The inspector also checked evidence of staff suitability and qualifications, safeguarding policies and procedures and a range of other supporting documentation.

## Inspector

Amanda Forrest

## Full report

### Information about the setting

St Oswalds Ark was registered in 2013 and is on the Early Years Register. It is situated in St Oswalds Church of England Primary Academy, Bradford, West Yorkshire. The funded two-year-old children are fully integrated within the existing nursery for children aged three years. Children have access to three playrooms. There is an enclosed area available for outdoor play. The nursery is open Monday to Friday, from 8.45am to 11.45am and 12.15pm to 3.15pm, term time only. There are currently 30 children on roll. The setting supports children with English as an additional language. The setting employs five members of staff. All staff hold appropriate early years qualifications ranging from level 2 to Qualified Teacher Status.

### 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 progress even further by ensuring that all opportunities to extend children's learning are maximised, for example by, allowing children more time to think about their responses and to think critically
- strengthen the already good assessment of children's progress, by sharply focusing on any emerging gaps in children's learning in order to plan to close them, so that all children make exceptional progress.

## Inspection judgements

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

Children make good progress in all seven areas of their learning and development. This is because the staff carry out regular observations of children during play to assess their skills and identify their current interests and how they like to learn. They then use this information to plan a wide range of activities and opportunities, which support the children's identified next steps in learning. Planning is based upon a range of topics, such as seasons or favourite stories and is reviewed weekly, responding to the current interests and learning needs of each individual child. For example, children enthusiastically work with water and bubbles in the outdoors, following on from their interest in the rain. Staff also take into consideration extending children's mathematical knowledge as they count and introduce terms such as 'big' and 'small', 'full' and 'empty'. Children have opportunities to develop their own ideas and interests through the continuous provision and activities led by adults, aimed at developing further knowledge and skills. This ensures that children have a good balance of child-initiated experiences and adult-led opportunities. On the whole, teaching is good and some elements, particularly provided by experienced staff members, who understand how to extend children's thinking, are outstanding. This is

because staff know how to engage with children and foster high levels of motivation and challenge through their enthusiasm. Regular progress checks are in place for all children and staff understand the importance of tracking children's progress in order to support children to reach their potential. However, occasionally some small gaps in children's learning are not always targeted rapidly and planning does not always take these gaps into account. Although, children are all making good progress from their starting points and are developing the skills required for the next stage in their learning at school.

Children thoroughly enjoy opportunities to initiate their own play and follow their interests and do this with confidence and enthusiasm. They enjoy making up their own games during role play and by dressing up, such as pretending to go on holiday, packing their suitcase and then making a camp fire. As a result, children are engaged and active learners. Children are confident in their explorations and they show great delight during messy play activities, where they use their senses to explore new textures. For example, children explore scented dough and happily make cupcakes for their friends and then they explore flour and discuss how 'fine' and 'light' it is as they fill and pour using a variety of containers. Children have daily opportunities for fresh air and exercise in the attractive outdoor area and have first-hand experiences of the weather and seasons. Children like to spend time in the garden. For example, children can be involved in creating obstacle courses, planting and growing activities, painting, blowing bubbles and using the climbing equipment. Staff further develop children's physical skills both indoors and outside. For example, they encourage them to practise their walking, jumping and hopping skills, as they move backwards and forwards and access ride-on toys. Recent funding has allowed the staff to continue to enhance the outdoor area to provide further opportunities for children to explore the natural world. For example, they are in the process of developing a 'mud kitchen', recognising the value of allowing children to explore the textures of wet and dry mud. Children's understanding of the world is well supported as they learn about a wider society and a range of festivals and celebrations throughout the year. Children's literacy skills are fostered effectively, they listen intently to stories and independently look at books in a cosy book area of the nursery. Children enjoy a print-rich environment where resources and displays are labelled with pictures and print. Children make very good progress in their communication, language and literacy skills, enabling them to become confident communicators. Staff model language well, speaking clearly and repeating words to support children in their language development. The support given to children with English as an additional language is very good and staff support words with sign language and single words in children's home language. Children enjoy making marks using a range of media, such as sand, paint and chalks to develop their early writing skills. Children play with a wide range of construction equipment, they build and discuss colour and develop an understanding of positional language, such as 'next to', 'behind' and 'in front'. However, on occasions, opportunities are missed to further enhance children's learning to the optimum level, to enable all children to consistently progress towards excellence. For example, while children are engaged in and move freely around the indoor and outdoor learning environment, opportunities to engage all children in open-ended discussions are not consistently exploited to encourage them to think creatively.

Partnerships with parents are effective. The detailed information gathered from parents when children start at the nursery gives staff a clear picture of each child's individual learning needs and interests. Parents are actively encouraged to be involved in their

children's learning at home and share information about children's achievements. For example, parents are asked to complete an 'all about me' booklet, and to share photographs of specific events or trips. The nursery supports children with English as an additional language, staff work well with parents to gather information and find out how they can support their child at the nursery. For example, they ask children's parents to teach them important words from their child's first language and use them with the child to help them to develop their understanding.

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

Staff are welcoming and provide a very comfortable and relaxed environment. Children are very settled and happy and their emotional well-being is excellently promoted. Children excitedly arrive and immediately engage in play. This is because staff get to know children and families very well from their initial visit to the setting. Settling-in visits are arranged and planned depending on children's individual needs. Parents are invited to stay at first to ensure children feel safe and secure. A key person is assigned to each child and staff understand the importance of creating strong emotional bonds and attachments with children. As a result, all children develop a sense of belonging. Children are praised when they share toys and take turns in activities by staff. They learn about taking risks as they engage in different experiences. For example, as they run around the outdoor activities negotiating their space and not slipping on the sand. Children's independence is fostered very well throughout the day through everyday activities; they eat their snack and pour their own drinks with support if necessary.

Children have a good range of experiences to develop an understanding of healthy lifestyles because staff provide a wealth of activities outdoors daily. Sheltered play areas ensure that children can play outdoors in all weathers and gain experiences during inclement weather. Children exercise through a variety of fun and exciting activities. For example, they complete obstacle courses developing their balancing, coordination and throwing skills, then they climb and navigate a selection of climbing apparatus. Furthermore, children eat a healthy and balanced diet. They sit together in groups and talk with their peers, which teaches children how to behave in social situations. Children are polite and are encouraged to say 'please' and 'thank you'. Staff are good role models, sensitively overseeing toileting activities and ensuring children wash their hands. Staff enhance children's awareness about keeping healthy. They talk to the children about the importance of washing hands to wash away the germs, so they do not become ill. Children learn about keeping safe as they participate in emergency fire drills and respond quickly when the tambourine is shaken to attract the children's attention. This helps them to understand what they have to do, should they need to leave the setting quickly. Children behave very well because they are aware of the rules and boundaries of the setting.

Partnerships with the school and the teachers are very strong. Children regularly visit the next classroom and take part in school activities, such as trips and sports events. Teachers also regularly visit the children to play with them and build their self-esteem. They share practices similar to the school, such as accessing the outdoor play area and children who have lunches share the choice of the hot meals. Meals are served in the nursery and children eat with their key person, who supports them effectively. Consequently, children

develop positive attitudes and dispositions, which they need to, support them in their move through to school.

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

Children are effectively safeguarded in the setting because staff have a good understanding of how to protect children from harm. They are aware of the possible signs and symptoms of abuse and who the named safeguarding officer is. Robust recruitment procedures are in place to ensure staff are suitable to work with children. A designated first-aid officer is always present. Accidents are effectively recorded and parents know that they have to report accidents that occur at home and visitors are signed in and out. Furthermore, children are kept safe because regular risk assessments are carried out to identify hazards and minimise risks both indoors and outdoors. Good security systems are in place to ensure that no unauthorised person enters the setting. For instance, entrance gates and doors are locked and visitors are enter at the school reception and their identity is checked. Visitors are signed in and out. Daily checks of the setting further enhance children's safety. The manager provides support, advice and guidance to all staff on an ongoing basis and ensures that safeguarding practices, such as the non-use of mobile phones in the setting by staff or visitors.

The nursery teacher leads a very qualified and experienced staff team, who are dedicated and highly motivated. They use their skills and expertise skilfully to support children's learning and development. Staff feel supported by the nursery teacher and this has helped to improve their knowledge, understanding and practice. The nursery teacher is supported by the school management team, who all have high expectations for the setting. The Ofsted self-evaluation form has been completed and clearly outlines strengths and the areas for development. Regular supervision meetings mean that staff are provided support, coaching and training, which allows them to discuss any issues concerning individual children's development or well-being. Effective systems are in place to ensure staff are deployed effectively at all times to meet the needs of children. As a result, children are well supervised and ratios are maintained at all times. The nursery teacher has a good understanding of her role in monitoring the delivery of the educational programmes and maintains an overview of the continuous provision for children in the indoor and outdoor environments. She is well supported by her team to maintain an overview of the quality of teaching and learning provided. Staff share any issues identified during observation, assessment and planning to make sure that tracking displays an accurate understanding of all children's skills, abilities and progress. This ensures children's needs are identified and well met through very good partnerships between the setting, parents and external agencies.

Partnerships with other professionals are a real strength of the setting. The nursery is fully integrated in the existing site. Staff liaise with the reception class teachers and children share an outdoor area with the reception class children. Relationships with the local authority advisors have also been established. Staff seek advice when necessary and know who to contact if they require specialist support for children's development. Furthermore,

relationships with parents are established. Staff work hard to gather parents' views on the setting and fully include them in their child's day.

## 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>	EY473627
<b>Local authority</b>	Bradford
<b>Inspection number</b>	949384
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Bradford Diocesan Academies Trust
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01274 573396

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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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Piccadilly Gate  
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