

Croyland Children's Centre and Nursery School

Croyland Road, WELLINGBOROUGH, Northamptonshire, NN8 2AX

Inspection date

27/05/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

1

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 outstanding

- Children make excellent progress towards the early learning goals taking into account their starting points and capabilities because practitioners understand and support their individual needs extremely effectively.
- Children are very well motivated and totally engaged in their play as they move between the imaginatively presented activities.
- Children feel very safe and secure in the warm and welcoming environment. The highly effective key-person and buddy system enables them to form secure attachments while the opportunity to choose where they play ensures that their learning styles are very well supported.
- Very effective partnership working with parents and other professionals ensures that there is a united approach to meeting individual needs and helping children to develop relevant skills for the future.
- The outdoor areas are a rich learning resource where children enjoy a wealth of opportunities to develop physically and emotionally and also engage in activities which support all areas of learning.
- Extremely effective monitoring and tracking systems make sure that targets for future development are identified and that continuous improvements are made. This ensures that the nursery school continues to provide high quality care and education for all the children attending.

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 observed children engage in free-choice play and take part in planned activities and discussed these observations with the headteacher.
- The inspector looked at children's assessment records and planning documentation.
The inspector checked evidence of the suitability and qualifications of the nursery school staff and talked with the headteacher about the self-evaluation and improvement plans.
- The inspector spoke with the practitioners responsible for safeguarding, special educational needs and the early years educational programmes.
The inspector took account of the views of parents and carers from information included in the nursery school documentation and from those spoken to on the day of the inspection.

Inspector

Anne Archer

Full report

Information about the setting

Croyland Children's Centre and Nursery School opened in 2004 and is registered on the Early Years Register. The original nursery opened on the site in 1942. The nursery school operates from a redeveloped school building on a shared site with Croyland Primary School in Wellingborough, Northamptonshire. All children have access to an outside area. There are 132 children on roll in the early years age group. Children come from a wide catchment area. The nursery school supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is open each week day, from 8am to 6pm, for 50 weeks of the year. The nursery employs 24 members of staff; all of whom hold appropriate teaching and/or early years qualifications.

What the setting needs to do to improve further

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

- continue to consider ways to enhance the support provided for children's transition from the two-year-old children's provision to the three- and-four-year-old children's areas so that their rapid development and progress is maintained.

Inspection judgements

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

Children attending the nursery school have every opportunity to meet their full potential, taking into account their starting points and capabilities. The headteacher, deputy and assistant headteachers and their team understand fully how to best implement the Early Years Foundation Stage to recognise the uniqueness of each child. Children's development and learning is exceptionally well supported, including those children with English as an additional language and those children with special educational needs and/or disabilities. Children are provided with the skills that will thoroughly support them in their future learning. Children spend part of the day involved in activities with their small cluster groups supported by their key person. Observations are carried out on children as they play throughout the session so that practitioners are accurately able to identify new interests and potential next steps in learning. This enables them to plan challenging and innovative experiences for all the children. Regular assessments of children's progress efficiently and effectively support their future learning needs. Excellent teaching techniques are on display throughout the nursery school enabling children to be active learners. For example, two-year-old children spend long periods of time discussing how to make stripy lines on the path using rollers and water. Children are highly motivated and fully engage in the well-balanced adult-led and child-initiated activities. They are able to instigate their own learning in whichever room they choose or in the outdoor areas if they prefer. Parents and carers comment that they are 'very pleased' and 'extremely happy'

with their children's progress.

Practitioners are highly skilled in extending children's play. They engage them in conversation while they play to encourage critical thinking and to develop language. For example, two-year-old children playing outdoors jump in puddles and coax each other to jump higher. One child asks a practitioner to join in. She advises the children to 'move away a bit, I might splash you'. This leads to a discussion about weight as the practitioner comments 'I'm heavier so watch what the water does'. The children watch and thinking for a moment, one child says 'it jumps up with you'. Children with English as an additional language are very well supported because practitioners have access to key words and phrases and also use visual aids to help children express their needs until their English develops. They understand very well how children learn through play by following their own interests and by relying on past experiences. This is demonstrated exceptionally well throughout the nursery school with the provision of designated areas both inside and outdoors. For example, children playing at 'Croyland Hospital' care for people and adults with one child telling a practitioner that he is a doctor and a vet.

The outdoor play areas are an extremely valuable resource which practitioners have put much time and effort into. They are accessible from each room and are available to the children throughout most of the day. Children are excited to be outside and when the doors are open there are very few children who prefer to play indoors. Practitioners fully embrace the importance of outdoor play and create a rich learning environment that promotes all areas of learning extremely well. The busy, yet calm atmosphere within the nursery school and the highly effective partnerships practitioners establish with parents and carers, ensure that children settle quickly. Children with special educational needs and/or disabilities are cared for and supported very well. Practitioners work closely with parents to ensure that individual educational programmes are efficiently met and that parents are reassured. Professionals from other agencies that support individual children and families are made welcome when they come to observe children and offer advice to the adults working with the children. Parents are very involved in their children's learning. They are provided with a wide range of opportunities to support their children's learning, such as 'stay and play' sessions and display boards that they can add family photographs and snippets of information to, which provide the child's key person with information they can use to support the child's development even further.

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

The extremely strong key-person and buddy system contributes exceptionally well to children's feelings of well-being and security as there is always a dedicated person to attend to their needs. Children, including those with special educational needs and/or disabilities are extremely well settled and enjoy trusting relationships with practitioners. All practitioners and children are familiar to each other because of the openness of the setting, which ensures that children's emotional well-being is extremely well fostered. Each key person shares information with parents on a daily basis ensuring that changing needs are quickly met. There are also formal meetings between parents and practitioners where children's development and progress are discussed and decisions made about additional support or moves to other settings or school, for example.

Children enjoy nutritious, healthy snacks and meals, which are freshly prepared in the nursery school kitchen. Account is taken of children's dietary needs and parental preferences. Children develop many independence skills as they help themselves to fruit and drinks at snack time. Practitioners sit and have their own lunch with the children so that children learn by their excellent role modelling, how to eat their food and about table manners. There is lots of chatter during lunch as adults and children talk about their morning activities and anticipate what they might do in the afternoon. Children also engage the cook in their discussions as one child calls to tell her that he has eaten his broccoli and asks if the carrots on his plate are from the nursery garden.

Children behave extremely well. They learn what is expected of them in this nurturing environment and on the rare occasions their enthusiasm overcomes their sense of fair play, practitioners quietly intervene to remind them about sharing and being kind. Children are able to develop balancing skills and learn how to climb safely and take appropriate risks when they play in the garden. Practitioners teach children how to operate the pedals on the trike so they can get round the paths 'more quickly'. At other times, children join in action rhymes and songs and enthusiastically march up the hill and down again. Excellent arrangements exist between the nursery school and the main feeder school, which is on the same site. Children who are shortly to move up to 'big school' enjoy visits so they can familiarise themselves with the environment and get to know their new teacher.

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

Everyone working at the nursery school understands the importance of safeguarding and child protection. Rigorous recruitment and induction procedures ensure their suitability to work with children. Confirmation documentation of practitioners' suitability checks and qualifications is in place and everyone knows their role and responsibility relating to child protection. The headteacher and senior management team are fully aware of their role to report and investigate any concerns in line with their Local Safeguarding Children Board and to work with other agencies to support families in need. Any concerns raised by parents are taken very seriously indeed, thoroughly investigated and dealt with accordingly. The outcomes are reported to the appropriate authorities within required timescales. Personal phones and cameras are kept in practitioners' lockers during opening hours and everyone signs up to the social media agreement to further protect children. Detailed risk assessments and routine safety checks of equipment and resources contribute significantly to children's safety.

The nursery school meets all the requirements of the Early Years Foundation Stage extremely well. It provides a very welcoming environment where all children are highly valued and respected. The headteacher and senior management team are very effective role models and motivate their team so that they also want the best for the children who attend. Self-evaluation and critical reflection, that takes account of the views of children, parents and other partners, form part of the nursery school's development process. This ensures that everyone has a clear understanding of their strengths and has an opportunity to be involved in the identification of areas for future development. Recent developments

include an imminent move for the two-year-old children to refurbished rooms and full consideration is being given to how to support children with this additional transition. Practitioners at all levels work together exceptionally well and are very supportive of each other. Regular meetings, appraisals and management observations of practitioners' practices ensure that any potential areas of concern are quickly identified and dealt with so that the nursery school continues to provide a high quality service.

All required documentation and record keeping for the safe organisation and management of the nursery school, including accident records and follow-up risk assessments, are highly effective in ensuring that suitable actions are taken when a child has an accident or an incident occurs. Practitioners engage with parents and carers extremely well. Parents spoken to during the inspection comment on how much they value the nursery school. Practitioners, parents and other professionals work very well together to effectively support and promote children's development and learning. The comprehensive monitoring of children's progress, particularly in the prime areas of learning, means that practitioners quickly identify where additional support is needed and provide it immediately. Strong links with other agencies and providers, such as on transfer to school, ensure that children's specific needs are assessed and that support is extremely well planned for.

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	EY278767
Local authority	Northamptonshire
Inspection number	976058
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	110
Number of children on roll	132
Name of provider	Croyland Early Years Centre Governing Body
Date of previous inspection	not applicable
Telephone number	01933 279 681

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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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