

# Loxley Nursery

Loxley Primary School, Rodney Hill, Loxley, SHEFFIELD, S6 6SG

## Inspection date

30/06/2014

Previous inspection date

08/11/2013

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

4

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 engage in a stimulating and interesting range of play experiences, which the staff make purposeful through their effective knowledge of individual children's development and their good quality teaching. Consequently, children are making good progress in their learning and development.
- Children develop strong social and personal growth and emotional well-being, through staff focusing on supporting children to become more self-assured, capable and independent.
- Close relationships and attachments with staff ensure children are happy and secure and as a result, they are fully involved and confident at the nursery.
- Children are continually safeguarded as staff are fully aware of their responsibility to supervise them and protect them from harm.
- The superb involvement of parents in their child's learning and care ensures that children's individual needs are quickly identified and met.

### It is not yet outstanding because

- There is scope to strengthen the already positive impressions children have of their local community and to provide opportunities for first-hand exploration of the wider community.
- There is room to enrich children's learning and well-being further as sometimes the organisation of the 'Hello' group time does not always fully engage all of the children.

## 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 the staff engage in a range of indoor and outside learning activities with the children.
- The inspector held discussions with the manager, staff and children and took part in a joint observation with the manager.
- The inspector looked at samples of children's assessment records, planning documentation, the nursery self-evaluation and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of the staff.
- The inspector also took account of the views of parents and carers spoken to on the day and from written feedback.

### Inspector

Yvonne Layton

## Full report

### Information about the setting

Loxley Nursery was registered in 2007 and is on the Early Years Register. It is situated in Loxley, Sheffield, in South Yorkshire, in a building within the grounds of Loxley Primary School. It is privately owned and is one of three settings owned by the same provider. Children attend for a variety of sessions, with full and half day places being offered to children from two years to school age. Children have use of one main playroom and have access to an enclosed area for outdoor play. In addition, children have access to the school outdoor facilities when they are not in use. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. One member of staff holds appropriate early years qualifications at level 2 and is currently working towards level 3. The manager holds a degree in early childhood studies. The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 8am until 4pm. Children attend for a variety of sessions. There are currently 48 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities. 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:

- strengthen the already positive impressions children have of their community and extend exploration even further, for example, by providing opportunities for them to experience the wider community and local area first hand
- enhance the already very successful promotion of children's learning, personal, social and emotional development, for example, by reviewing the organisation of the 'Hello' group time to make sure all children have a fully worthwhile experience.

## Inspection judgements

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

Children thrive and are well motivated to learn in this nursery. The quality of teaching is good as staff are skilful practitioners who have good knowledge of the educational programme and of the characteristics of effective learning. Children are provided with motivating and exciting experiences that help them to make good progress across the seven areas of learning. There is a strong focus on the prime areas of learning, with good regard to the specific areas of learning. The manager and staff have embraced a specific educational theory approach which helps adults respond to a child's emotional situation in a way that supports their personal, emotional and social development. Staff know children

well and fully understand each child's interests and preferred learning styles. Individual needs are responded to effectively, including those children with special educational needs and/or disabilities. Children's learning is enhanced as the staff have a high level of understanding of promoting children's interests and ideas. All children have good opportunity to explore, create and think critically. The staff are effective in promoting active learning. For example, a group of children spontaneously decide to build a den. Staff support the children by letting them independently decide and work together to construct the frame. Staff only become involved as the children become frustrated when they cannot fit the pieces together. In addition, staff suggest how they can cover the den with material and the children then decide on which drapes they use. The children then enjoy sitting in the den looking at books and telling each other stories. Throughout this activity staff reinforce the children's efforts by giving them praise for their achievements. This means, children are actively learning to cooperate and negotiate with each other as well as developing their construction skills. Consequently, the children make good progress and are prepared well for their future learning and entry into school.

The environment is engaging and contains a wide range of resources including, household, recycled and natural resources. For example, when outside, the children explore rainwater, which has collected in a container, with sticks, fir cones, insect catches and magnifying glasses. They take great pleasure in identifying the creatures using magnifying glasses, supported well by staff. Children also seek insects in the ground and learn about respecting nature as staff talk to them about not hurting them. Children's imagination and exploration is widely enhanced as they are able to experiment freely in the outside environment. They have free access to a water tap which they readily use when they decide to wash the trikes. In addition, children become engrossed in the mud kitchen, where they can mix and create using real household items, including, glass jars, jugs and kitchen utensils. This allows children to develop the skills to solve problems and it promotes their confidence to explore new ways to do things. Children's language and communication skills are very strongly promoted through discussions, routines, and spontaneous and planned activities. This is particularly successful in helping those children with special educational needs and/or disabilities and younger children. For example, younger children seek out staff to show them a postcard from a holiday. Staff use this as a rich opportunity to extend the language and thinking skills of these children as they are encouraged to talk about their own experiences on holiday. For instance, children talk about going into a swimming pool. Staff ask, 'what it is like in the water?' 'Is the water hot or cold?' 'What did you wear?' Older children are challenged to extend their thinking and communication skills further as staff routinely use open questions and get them to consider and think critically. Children are provided with an extensive range of experiences which enrich their overall development. Early writing skills are widely supported and children have many opportunities to practise these. Children are actively encouraged to be creative and use their imaginations in a wide range of ways. Their awareness and understanding of the wider world is promoted well. Children have access to a variety activities, including a good range of pictures, books and activities which support their learning. For instance, a rich range of different music is used effectively to engage the children and develop their understanding of positive images of diversity. National and international celebrations are undertaken, all of which are extended with craft activities. Children learn about the written word as there is an extensive range of text displayed throughout the setting, including, multi-language and signed. They learn about the

community and different families as the nursery is rich in pictures which provides effective opportunities for conversation and discussion. However, there is scope to enhance children's social awareness and exploration further by maximising opportunities for them to learn about and explore the community. For instance, through providing more activities away from the nursery that extend their experience of the wider community and local area.

The planning of activities is led by individual children's interests, development and next steps so that they receive challenge and consolidation to help them make continuous progress. Staff complete purposeful formative observations of children's achievements as they occur, and use children's next steps and interests well to inform the planning of activities. Children's next steps in learning reflect their ability and ensure all children, including those with special educational needs and/or disabilities, make continuous progress. Regular summative assessment of children's progress, including the progress check completed for children aged between two and three years, helps to identify if there is a need for intervention at an early stage. Children's learning, development and care benefit from the very effective partnerships with parents. Management and staff work extremely well with, and fully involve, parents to enable them to play a full and active role in their child's learning. For example, parents are actively encouraged to share their own observations about their child's progress through nursery to home diaries and the sharing of resources, such as story sacks. In addition, the effective contribution of parents to the assessments ensure that parents are fully informed and involved in their child's learning and development. Detailed information is gathered from them about children's starting points when they start attending the nursery, which provide a clear baseline for their child's learning. The management and staff are innovative in promoting and extending children's learning at home, using, such things as parent workshops. Children are supported very strongly through routines and activities to develop their independence and skills in readiness for school and the next stage of learning. This includes visits to the nursery by school to share learning and the use of effective transition documents and routines.

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

Close and caring relationships and strong attachments ensure children are secure, happy and confident. Staff know the children well, and therefore, are able to meet their care and learning needs effectively, including, children with special educational needs and/or disabilities. Children thrive and enjoy the different experiences offered. All children, including, younger children, are given the confidence to explore and become involved. This is because the staff nurture and encourage them. Children are settled as a result of the successful key-person system and effective staff deployment. The staff establish positive relationships with parents. They recognise the significance and benefits this has for children's care and development. This means, all children are fully supported with their transition from home to the nursery. Consequently, children are emotionally well equipped for their future transitions, including, when they go to school.

Children gain a strong sense of self as they are valued and treated with respect. The staff

are very committed to ensuring that all children are self-assured, capable and independent. Children's opinions and contribution are proactively sought, appreciated and responded to. Children take an appropriate lead in the nursery, with staff discussing and supporting them superbly in their decisions. Staff are good role models and use calm, positive techniques for managing children's behaviour. This results in the children being helped to develop their social skills and builds their self-esteem. In addition, they gain a sense of self as staff support them to consider what is acceptable behaviour. Staff fully understand the challenges that can affect the behaviour of children, including those with special educational needs and/or disabilities, and the frustration that can occur for them. They have effective strategies in place to help support all children. As a result, significant progress is made as children develop coping mechanisms to manage their behaviour. Overall, group times are very well considered and children are engrossed. However, sometimes the organisation of the 'Hello' group time does not always prove to be a fully worthwhile experience for all children. The youngest children especially, become restless as the session continues, therefore, their learning is not enriched. This also means that children who are interested become distracted and this affects their experience.

Children have a wide range of opportunities to learn about being healthy through activities and discussions. For example, they enjoy cooking and baking. Fruit is always available in the self-service snack area, which is enhanced by healthy eating displays. In addition, real fruit is used in the imaginative play area to extend children's knowledge and experience. Lunchtime is a very effective learning experience for the children. All children bring their own packed lunch which is placed into named baskets. Children then take a plate, find their own lunch and name and select what they want to eat. A staff member is based at the table and staff talk to them about the food they have selected. This raises children's awareness about healthy eating while allowing children to make their own choices and decisions. Children have fun taking part in vigorous play opportunities outside each day. For example, they extend their physical skills as they use large equipment. Children increase their understanding about health and hygiene through established daily routines. They are proactively learning about personal safety as they use crockery and cutlery carefully at snack and meal times. For example, staff support children to cut up their own fruit and discuss aspects of safety when they use glass jars and jugs. In addition, children start to learn to keep themselves safe and begin to understand about people who help them through well-planned activities.

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

The manager and staff team are passionate and have high expectations of themselves. They are very committed and proactive in supporting all children to achieve, make good progress and have fun. This means that the provision offered is stimulating and children learn and flourish. Staff prioritise safeguarding and deliver this to a good standard. All staff have completed safeguarding training, including, internet courses which cover a wide range of safeguarding scenarios. They have a strong knowledge of their duty to protect children and the procedures to follow in the event of a concern about a child. All required ongoing measures are in place to ensure staff are suitable for their role. The nursery has

established effective policies and procedures to support the safe and efficient management of the service provided. These are shared with parents, providing them with an insight into the staff's role and responsibilities. All other required documentation is in place and is maintained well. Thorough risk assessments, plus daily checks and robust routines ensure children's safety in the nursery. This means that children are protected and their well-being assured. There are robust procedures in place to recruit staff and informal and regular planned staff meetings and supervision. All of which ensures they fully understand how to implement policies and procedures to promote children's health and safety and are suitable for their role. The manager maintains effective systems to ensure that the correct adult-to-child ratios are maintained at all times. This is clarified with up-to-date registers which identify the numbers of children, staff and the hours they attend. This includes, identifying the numbers of younger children to make sure the ratio requirements are met. Security to the nursery is robust with a coded entry system to the main door. At busy times, such as at the beginning and end of the morning and afternoon sessions, a member of staff is based at the door to monitor arrivals and departures. In addition, the use of passwords ensure that children are collected by a known adult. Children's dietary and food needs are met well. Parents are informed effectively about the packed lunch meal system used at the setting, including the strong focus placed on healthy eating. This is enhanced by displays, including ideas for packed lunches. The nursery is fully committed to promoting healthy eating and, on occasions where the packed lunch is not fully healthy, staff will only place the healthy food options into the child's basket. Any issues are always discussed with the parents. If required, or if children are still hungry, a meal is provided from the planned weekly nursery menu.

Since the last inspection, where the setting received a number of actions to improve, and the subsequent two monitoring visits, effective changes have been implemented. Major changes in management and staff have resulted in a fresh and proactive approach. As a result, children's learning and development and welfare needs are now met to a good standard. There is now a suitably qualified deputy employed who is clear regarding her role and responsibility to take charge in the absence of the manager. Children's welfare and safety are supported as effective, ongoing suitability checks are completed for all staff. In addition, there are secure systems in place to make sure staff remain suitable. Work experience students are clear about their role and responsibility through effective induction and staff are alert to ensuring that students are supported and monitored effectively. Staff are clear about their roles and responsibilities because they have received a wide variety of in-house and external training. Each staff member has an individual training file and support for them to access training is ongoing. Individual skills are well-recognised and any areas of development are acted upon. This means, that staff are able to confidentially fulfil their duties and are clear about their responsibilities. All staff demonstrate a good knowledge of the Early Years Foundation Stage and they implement and monitor an effective and challenging educational programme, that covers the seven areas of learning and helps children to make good levels of progress in their learning and development. There is an effective key-person system with clear information on display for parents so that they are informed well about their child's key person. Staff clearly understand and implement the role effectively. In addition, children's needs are met as their key person is the adult the child bonds most with, and who works with parents to meet the child's individual needs. Support for children is further enhanced as each key person wears a badge that depicts the fruit symbol of each group. This means that both

parents and children have an easily recognisable aid to help them approach the right key person. There is now a fully collaborative approach to children's learning which fully involves parents and encourages their contribution to their child's learning and development.

The nursery is proactive in developing partnerships with other providers and agencies working with the children, including those with special educational needs and/or disabilities, to support and enrich their learning. The superb partnership with parents also contributes significantly to meeting children's learning and development needs and promoting their well-being. Therefore, parents are confident to leave their children in the staff's care. There is a high level of communication with parents, which ensures continuity of children's care, learning and development. The two-way sharing of both written and verbal information, enhances parents' experience and extends children's learning. This, combined with a parent's information pack, informative displays and celebration of parents' evenings means that they are kept well informed about the nursery and what their child is doing. Parents, also have a real say about the nursery through discussions with the manager and staff and through the use of regular questionnaires, a comments box and a parent/carer communication wall. Children's views are also effectively sought about the nursery and the activities offered, as the staff support them to share their views, which are then placed on a 'Making wishes come true tree' so that they can be recorded and responded to. Detailed action plans are part of an ongoing reflection and evaluation process. The manager is inspirational in her approach and as a result of her and the staff's commitment, the nursery has made admirable improvements since the last inspection. This means that outcomes for the children are good and continuous improvement is assured.



## 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>	EY350743
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	976936
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Kay Elizabeth Haywood
<b>Date of previous inspection</b>	08/11/2013
<b>Telephone number</b>	07795 087017

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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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