

# Spring Lane Nursery

Spring Lane Primary School, Spring Lane, NORTHAMPTON, NN1 2JW

## Inspection date

Previous inspection date

09/07/2014

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

- Staff have high expectations of the children, they provide challenges that effectively promote learning through a wide range of activities the children are interested to explore.
- Staff have a good understanding of their responsibilities for protecting children, and regularly refresh their knowledge. Safeguarding is given high priority which means children's welfare is promoted and that they play in a safe and secure environment.
- Partnerships with parents and other agencies involved with children are very successful and ensure that children receive the support they need. Parents are provided with daily feedback and regular meetings with everyone involved results in children who have specific needs being well supported to take a full role in nursery life.
- The leadership and management team work very well together to support the staff in working effectively with the children in their care. Staff are encouraged to increase their knowledge through further training, as a result, children's needs are met.

### It is not yet outstanding because

- The opportunities to always engage all parents in their child's learning and to constantly improve the strong staff team's knowledge of observations and assessments has not been fully embedded.
- On occasion, children's opportunities to remain fully engaged with small group activities through the use of props and resources are not maximised.

## 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 activities in the main playroom and in the outside learning environment.
- The inspector conducted a joint observation with the nursery manager.
- The inspector held meetings with the head of the school, the nursery manager and with one member of staff.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, the provider's self-evaluation form and improvement plan.
- The inspector spoke with the children at times during the inspection and took account of the views of parents and carers who were spoken to on the day.

## Inspector

Melanie Eastwell

## Full report

### Information about the setting

Spring Lane Nursery is a long established provision that was registered in 2014 on the Early Years Register. It is situated in self-contained premises in the grounds of Spring Lane Primary School in Northampton. The nursery is managed by Spring Lane Primary School. The nursery serves the local area and is accessible to all children. It operates from one large room with an additional outside classroom and there are two enclosed areas available for outdoor play. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and 6, including one with Qualified Teacher Status. The nursery opens Monday to Friday during term time. Sessions are from 8.45am until 11.45am and from 12.30pm until 3.30pm. Children attend for a variety of sessions. There are currently 60 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 who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- enhance the already well-targeted programme of professional development to support staff in consistently updating their methods of observing and assessing children's progress and involving parents in their children's learning
- extend the use of props during small group activities to help ensure that all children's interest is sustained throughout.

## Inspection judgements

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

Children are making good progress given their individual starting points and capabilities because the staff team are skilled in their teaching. Children thoroughly enjoy taking part in the wealth of well-planned activities that are fun and interesting and that cover all areas of learning. For example, they move freely between the inside and outside activities. They are able to move resources around to enhance their play. Children are keen to take part in activities with the staff. For example, a threading activity completely engages children. The member of staff successfully supports them to think about the different colours, shapes and patterns of the beads. She enables the child to make their own necklace because she demonstrates how to hold the thread in order to place the beads. Children are encouraged to count during activities such as this. The member of staff comments on the number of holes in the beads and notes that the child talks about there being 'two holes and two holes' in the bead she has chosen. The nursery works to planned topics

throughout the year and the manager is responsible for the main planning. Each key person is able to have full input into the planning for their key children and this ensures that activities are pitched correctly for individual children's interests and learning styles.

Children's learning and progress is clearly evident in the very well-presented books that contain observations, photographs and samples of their artwork. The staff make regular observations of the children during their play and they encourage parents to be a part of their child's learning through providing activities they can do at home together. Parents involvement is valued from the outset. They are asked to provide details about their child's interests and progress at home when they start attending. The key person uses this information alongside their own observations to identify children's starting points. Ongoing and unique next steps are identified for each child during their time in the nursery. Consequently, children are acquiring the necessary skills and disposition towards learning to be ready for school. Parents continue to be involved; for example, each term parents and their children are invited to a learning conference with their key person where they talk together about the child's progress and identify next steps and ideas to share at home. This true valuing of both parents and children's input contributes to children having activities planned for them that are meaningful and that provide sufficient challenge. Staff make good use of the progress check completed for children aged between two and three years to plan for the next steps in children's learning. They include comments from the parents, the child and the nursery manager liaises closely with the child's health visitor to seek their views during the completion of this summary of each child's progress.

All children are treated as individuals and with respect. Children who have special educational needs are managed sensitively and are valued by everyone as part of the group. Individual Educational Programmes are arranged through meetings of all who are involved with the child to ensure that any specific equipment or furniture is in place and the staff adapt the activities to ensure the children can take part. Parents report positively on how their children's needs are met and comment on how happy their children are to attend the nursery. Children who speak English as an additional language are equally well supported. Staff work very closely with their parents on translations and children have access to a range of books and labels displayed around the room in a variety of languages. Children are very well prepared for the move into school when the time comes. The nursery is situated on a school site and has very close links with the Reception class staff. Children are able to be independent throughout their time at the nursery. They make decisions about which activities they take part in and they are well supported in their personal, social and emotional development. For example, they help their friends to find items they want and they quickly become familiar with the daily routines. They work in their key groups with their friends and listen to stories that are linked to the current topic and their identified next steps. The staff are skilled in engaging children during small group times and choose the story or activity carefully which ensures that each child present has their needs taken account of. The staff successfully bring each child into the activity because they ask them all questions about the pictures and the story. They recap at the end which contributes to children's learning being consolidated. There is scope however, to ensure that all children remain fully engaged throughout the activity through more use of props and resources that are linked to the story.

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

Children clearly demonstrate that they feel safe and secure in this lively and well-organised provision. They are supported to separate from their parents when they start attending and they quickly become familiar with the daily routines because the staff show them where everything is. The positive involvement from the staff has a direct impact on children's growing confidence and self-motivation to take the lead in their own learning. Children are able to be independent in the toilet areas where they have access to displays that show the process for hand washing. They are confident to move between their chosen activities and are able to help themselves to alternative resources as they wish. They are learning to take care of the resources such as tablet computers because the staff talk to them and demonstrate how to use them. The children know where to find the protective covers and attempt to put them on in order to keep the tablets in good condition. Children thoroughly enjoy the highly positive interaction from the staff during their play and activities. They listen to them, provide lots of praise and encouragement, value what they say and ensure that children's ideas and suggestions are included in the future planning of activities.

Children are developing a good understanding of the benefits of a healthy lifestyle. They enjoy being able to choose when they play outside and make the most of the very good range of resources that promote their physical skills, such as different levels of climbing equipment for children of different ages and a variety of bikes and ride-on toys. Children are very well supervised by the staff to challenge themselves in a safe way and this develops their confidence in their own ability. Children have the opportunity to have a healthy snack during the session. They are able to choose when they have their snack and are encouraged to select the food they want and to pour their own drinks. Children are cared for in one large room that is well organised and clearly defines the different areas of learning. They have access to a very good range of resources and books that cover all the areas of learning. They can freely move between the inside and outside areas during the session. The set-up of the nursery means that the children are able to develop attachments to all the staff and the individual time they spend in their key groups means they make close bonds with their key person. This effective partnership working within the nursery supports children to have their needs met well.

Children who are preparing to move on to school are able to have a successful transition because the Reception teachers from the school come over to visit the children and the staff then take the children across to visit the Reception class. Those children who are due to move to a different school are equally well supported because the nursery manager invites teachers to visit the children and the staff read stories to them about going to school. Children behave very well because they are provided with an abundance of well-planned activities that take account of their interests, provide sufficient challenge and that are fun. The children's growing confidence enables them to ask for items they want and the staff are skilled in adapting activities to enable all children to join in. The staff use a highly successful strategy for managing any behaviour issues that do arise. This involves having a yellow and red card system. The children know about this system and are keen to behave well to ensure they do not receive any yellow cards. This system promotes good behaviour and the staff's genuine interest and positive involvement in their activities

contributes to children being able to understand the clear expectations for behaviour.

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

The nursery manager works very closely with the headteacher of the school who acknowledges and values the effective working of the nursery team in contributing to children's preparation for their transition into school. The manager and the staff have a good understanding of their roles and responsibilities to meet the safeguarding and welfare, and the learning and development requirements of the Early Years Foundation Stage. As a result, the staff feel valued as a team and their skills contribute to children's learning and well-being. Children are safeguarded; appropriate checks on adults are carried out to ensure the welfare of children. The designated lead for safeguarding has a clear understanding of the role and all staff are well versed in what to do should they have concerns about a child. Staff regularly refresh their safeguarding training and they are required to acknowledge they have read and understood the policy as part of their induction. Robust recruitment, induction and successful ongoing monitoring and support is in place, for example, through peer-on-peer observations. Some of these are recorded and used for discussion, learning walks and drop in's by the senior management team. This results in staff being confident and well qualified to respond to each child's needs. The staff recognise the value of gaining qualifications and the positive impact this has on their interactions with and their teaching of individual children.

The manager and staff team demonstrate a strong understanding of how to meet the learning and development requirements of the Early Years Foundation Stage. The manager is successful in monitoring the progress the children make and uses the information very effectively to inform the planning of activities and the purchasing of new equipment as required and this results in any identified gaps rapidly closing. Children benefit from the effective partnership working this nursery has established. This ensures that children receive a consistent approach to their care and learning. Parents report highly complimentary and positive comments about theirs and their child's experiences at the nursery. They say how happy and settled their children are and how the dedicated staff are helping their children to make rapid progress in their learning. The nursery works closely with the children's centre that is situated on the same site. They offer respite care places for two-year-old children that often extend into an established nursery place. The nursery staff work very closely with other agencies, such as portage and occupational therapy who are involved with the children to ensure that any specific needs are met and they receive regular visits from the speech and language support staff in the school as part of their dedicated support team for children who require help with their communication and language. This extensive partnership working significantly contributes to all children's needs being well met in the nursery and the support continues when they move on to school.

The nursery management and staff team continually reflect on their activity with the children to ensure they respond to each child and their family's changing needs. They are keen to continue to improve the already good observations and assessments and their

ongoing partnerships with parents in relation to their children's learning and have identified this as an area to expand with the use of secure electronic systems. The nursery is a well-established provision where the management team are very experienced. The staff team have daily discussions and de-briefings where they share any issues or observations of the children and the manager ensures that any required changes can be managed efficiently and promptly. The self-evaluation identifies a number of well-targeted plans for the future of the provision and outlines the improvements they have continued to make to their service since registration. These include closer partnership working with the children's centre in relation to the places for two-year-old children, the introduction of violin lessons for the children and an initiative to scaffold all children's developing communication and language skills.

## 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>	EY474651
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	951009
<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>	74
<b>Number of children on roll</b>	60
<b>Name of provider</b>	The Collaborative Academies Trust
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01604 639114

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

