

Cleobury Mortimer Nursery (Peter Rabbit)

Lacon Childe School, Love Lane, Cleobury Mortimer, KIDDERMINSTER, Worcs, DY14 8PE

Inspection date	15/07/2014
Previous inspection date	03/07/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Teaching is good as practitioners continually model good speech during everyday tasks and shared focus activities, promoting children's communication skills.
- Children experience weekly hands-on learning in a woodland environment, where they explore and use a range of tools. As a result, children have the opportunity to experience challenge and manage risks for themselves.
- The manager is able to successfully lead a team, using effective communication and inspiring practitioners, ensuring each child's individual needs are met and every child is safeguarded.
- Practitioners involve parents as partners in the nursery. This relationship is based on regular two-way communication to ensure children's individual needs are well met.

It is not yet outstanding because

- Some children's learning and development observations are not regularly shared with the other settings they attend. As a result, planned next steps in the child's learning are not always aligned.
- There is scope to enhance the emotional support children receive in preparation for their move to schools out of the area. As a result, these children are not so well prepared for the move to their new school.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the large playroom and in the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and children spoken to on the day and from information included in the setting's own parent survey.

Inspector

Linda Yates

Full report

Information about the setting

Cleobury Mortimer Nursery (Peter Rabbit) opened in 1994 and is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It is privately owned and operates from a demountable building located in the grounds of Lacon Child Senior School in Cleobury Mortimer, Shropshire. Children are cared for in one large playroom and have access to an enclosed outdoor play area. The nursery opens five days a week during term time only. On Monday and Friday the sessions are from 9am to 12noon. On Tuesday, Wednesday and Thursday they are from 9am to 3.15pm. Children may attend a lunch club from 12noon until 1.15pm each day. There are currently 18 children on roll, all of whom are in the early years age group and attend for a variety of sessions. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently four staff working directly with the children. Of these, two are the owners, one of whom holds a foundation degree. All other staff hold an appropriate early years qualification at level 3. The nursery receives support from the local authority and is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- strengthen partnership working by ensuring there are robust communication links with all the other settings children may attend, to enable regular sharing of all children's learning and development observations so that children's needs are quickly identified and exceptionally met
- enhance the support children receive to prepare them for their move to schools out of the area, so that they are exceptionally well prepared for their next stage in their learning.

Inspection judgements

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

The manager's foundation degree in early years has given her a thorough understanding of how children learn and develop. As a result, children benefit as practitioners provide a broad and rich language environment, using commentary, listening to the children and introducing new vocabulary in context. They also ask numerous questions to extend children's thinking, value children's questioning, conversations and suggestions, and encourage them to recall. Additionally, the nursery provides stimulating resources and purposeful and developmentally appropriate learning opportunities that encompass the

seven areas of learning and offer children challenge. Assessment of children's stage of development is accurate and is used to inform future learning experiences which match children's individual needs. Children participate in adult-guided and child-initiated activities to extend their learning. For example, they enjoy daily circle time where the practitioner calls out each child's name. This offers children the opportunity to get to know everyone in the group and build positive relationships with each other. Children are encouraged to talk freely about themselves and listen intently to others, developing their communication skills. To get the children's attention, practitioners clap a rhythm and the children stop what they are doing and clap the rhythm back. This encourages children to copy a steady beat and develop their listening skills.

Practitioners use effective teaching strategies to develop children's knowledge and understanding of the world through the use of all their senses. For example, children enjoy regular cooking activities, such as making cakes. Practitioners sit close to the children maintaining eye contact, showing their high level of interest in the activity. The practitioner uses commentary to extend children's understanding and introduces new vocabulary developing their communication skills. For example, she names each of the ingredients, developing children's awareness that cakes contain many ingredients and that a recipe must be followed to make them. Children are helped to achieve new things, for example, the practitioner models cracking an egg herself and then helps a child to have a go, using words to describe her actions. Each child is praised for their attempts, developing their self-confidence. The children observe the cracked eggs and the practitioner introduces them to the concept of floating, developing their understanding of the world. Children are supported in weighing each ingredient and the practitioner models using mathematical language, such as 'more', 'less' and 'the same'. Each child has a turn at using the sieve, which they hold and tap the side, developing their use of tools and techniques. The practitioner uses questions that challenge children to think, such as 'What do you think this does? Children are given time to speculate and then offered the correct answer 'It gets rid of the lumps'. Children are encouraged to explore ideas and make links as the practitioner asks 'Where does flour come from? The practitioner offers the correct answer 'It comes from wheat that grows in a field'. The practitioner helps children to make this link and shows the children some real wheat, developing their understanding of the world. Children have access to crayons and pencils where they learn to make connections between their movements and the marks they make, promoting their physical and literacy development. Consequently, children are supported effectively to make good progress in their learning and development, which effectively promotes their school readiness.

Children's understanding of technology is developing as they use the computer confidently. The indoor climbing frame provides stimulus for their imagination and socialisation as the children cover it with large pieces of fabric and become absorbed in their own imaginary play as they pretend it is a spaceship or fire engine. Children experience regular weekly visits to the nursery's own 'wild area', which helps to develop confidence through hands-on learning in a woodland environment. Children develop positive relationships with community members, such as the local fire fighters. Recently the children visited the local fire station. Children were able to climb on board the fire engine and were all given an opportunity to use the water hose. Fire fighters spent time with the children showing them their special clothing and equipment. They finished the visit with a blast of their siren and flashing lights. Children have regular visits to the

library, helping to inspire a love of reading that will give children a good start in life. Consequently, children demonstrate the characteristics of effective learning throughout the day.

Children with special educational needs and/or disabilities are fully supported, as the nursery works in partnership with parents and other professionals involved to help children move forward in their learning and development. For example, practitioners and parents attended signing training together, which promotes the use of actions to support spoken words. Children who speak English as an additional language are well supported. Practitioners use signing to support these children and there are numerous signs around the nursery, helping children to make links with the English vocabulary. The talking pen can be used to help communicate key phrases to parents and children. All of this supports children's language development.

Children and parents complete a 'Look what I can do' form on admission to the nursery, which records their likes and dislikes. This, along with observation and verbal discussion with parents, helps practitioners identify where children are in their developmental pathway. Thorough progress checks for children between the ages of two and three years are completed at the appropriate time, in order to identify the child's strengths and identify any areas that may need additional support. Children's assessment folders are discussed with parents and this keeps them informed of their child's progress and informs them of the sort of things their child is doing and how they can support their child's learning at home. Additionally, the nursery provides parents with a twice yearly report that is shared with parents in the nursery. Parents are well informed about how the Early Years Foundation Stage is delivered in the nursery. Photographs of the children participating in activities, along with samples of their work, are displayed throughout the nursery, valuing each child's contribution and promoting their self-confidence.

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

There is a relaxed and happy atmosphere within the nursery. Children forge trusting and caring relationships with key persons, promoting a sense of emotional security. Practitioners recognise the importance of children feeling secure and having a sense of belonging in the nursery. To promote this, children have their names and photographs on their coat pegs. Children self-register as they find their name card and attach it to their drawer. This gives children responsibility at the time of their arrival into nursery, developing their self-confidence, independence and literacy skills. Additionally, children's significant achievements are recognised by parents and practitioners as these are written on the stars hanging from the ceiling. Furthermore, children bring in photographs or awards that they are proud of and these are displayed in the nursery. As a result, children's self-confidence is fully promoted.

There are good procedures for emotionally preparing children for their move into nursery. Practitioners encourage the child and the parent/carer to visit the nursery to meet the practitioners and have a look around ahead of the planned start date, and discuss the nursery's settling-in procedure. A key person is assigned to the child, and parents are asked to bring along any comfort objects, so that the practitioners can use these to help

soothe and calm children. Parents may attend as many sessions as they like with the child, leaving the child initially for short periods of time, gradually increasing the length of time the child stays on their own. There are good procedures for emotionally preparing children to move into school, which include reading stories to the children about starting school. There are weekly visits to the local school to familiarise children with the school environment. This is particularly beneficial for the majority of children who will attend this school. As a result, these children are extremely well prepared. However, there is room to develop strategies to familiarise children with their move to schools out of the area. As a result, these children are not so well prepared for the move to their new school

The environment is bright, welcoming and well organised, with a wide range of labelled resources accessible to children, both inside and outdoors. Children have direct access to outdoor play and have long periods of free-flow play throughout the day, which helps them learn the benefits of physical exercise. Children have the opportunity to risk assess themselves and experience challenge when they use the 'wild area'. Children naturally learn to assess risk and are encouraged to make sensible and informed decisions about how to deal with unfamiliar and unpredictable situations. For example, children explore and use tools to build dens with old tyres, logs and rope. Much of the learning for a child comes as a result of the opportunities they have for testing their own abilities in a real-life context. Children practice good personal hygiene when they are encouraged to clean their hands before snacks. Snacks provided for the children are nutritious and consist of fresh fruit, yoghurt or toast with milk to drink. Children are encouraged to be independent as they butter their own toast, and practitioners are at hand to offer support if necessary and to praise children's efforts. Nutritious packed lunches are provided by parents, ensuring each child's individual dietary needs are met. Consequently, children have healthy foods that contain all the energy, minerals, vitamins and fibre they need to grow. Practitioners discuss children's likes and dislikes, which helps them learn about healthy food and drink.

Practitioners are suitable role models who put the children's needs and interests first and are approachable and friendly. Children's behaviour is good and their actions show they are aware of the nursery's rules and behaviour boundaries. For example, the children do not run around indoors and know that they are expected to take turns and share. The nursery has positive images and resources that reflect the wider multi-cultural community, including those with diverse physical characteristics. As a result, children have opportunities to increase their appreciation of individual differences. The nursery strengthens the positive impressions children have of their own cultures and faiths, and those of others in their community, by exploring events, such as Chinese New Year.

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

The management team have a thorough understanding of policies and practice in early years, along with the skills to develop a team. They have a thorough understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage; as a result, children are kept safe. There is a comprehensive, up-to-date safeguarding policy, and practitioners are aware of the procedure they must follow if they have concerns that a child is suffering from abuse. As a result, children are

protected. Safer recruitment practice is thorough and consistent, and ensures that those recruited are suitable to work with children. There is a programme of induction, ensuring new practitioners become effective and competent as key persons. Practitioners are adequately and appropriately supervised and they have ready access to advice, expertise and management support in all matters. All practitioners have attended paediatric first-aid training, which provides them with the knowledge and skills required to effectively administer first aid.

The management team have a thorough understanding of how children learn and develop, and are able to successfully cascade this to the team. They have a good understanding of their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. As a result, children make good progress in their learning. The management team regularly check each child's assessment folder, the continuous provision and the weekly planning to ensure planning and assessment is rigorous. Practitioners are observed, in order to promote the best possible teaching and learning. A self-evaluation system has been implemented, identifying strengths. An improvement plan is in place, which means children's progress is well supported over time. This is a well-qualified practitioner group as all hold an early years qualification. This means that children are supported effectively to make good progress in their learning and development.

Children and families benefit from the friendly relationships that exist between practitioners and parents, who have regular daily discussions, ensuring a two-way flow of information. The club's policies are available in the foyer for parents to view, so that they are informed about how the club operates. There are good links with the local school and other early years settings, enabling a two-way flow of information, and any identified concerns are shared and strategies put in place. However, there is room to strengthen information sharing between each key person and other settings that children attend. This is in order to ensure learning and development observations on children are regularly shared and next steps in learning are shared and discussed. The club has developed links with other professionals, such as the local library, fire fighters, schools and the local authority workers, to ensure children's needs are met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	224074
Local authority	Shropshire
Inspection number	870643
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	18
Name of provider	April Rogers and Annette Buffery Partnership
Date of previous inspection	03/07/2009
Telephone number	07929 870458

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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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