

# Glitter-Bug's Nursery

Newtown Cp School, Newtown, TROWBRIDGE, Wiltshire, BA14 0BB

## Inspection date

23/07/2014

Previous inspection date

23/01/2014

## 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 make good progress in their learning because activities and experiences challenge and excite them and meet individual needs.
- Children's welfare is securely promoted because staff have a good understanding of their role and responsibility to safeguard children.
- Staff provide an inclusive environment where children's home language is reflected in the nursery, which provides children with a sense of belonging.
- Staff use effective behaviour management strategies, consequently children's behaviour is good.

### It is not yet outstanding because

- Staff do not consistently provide opportunities for children to practise writing for different reasons to promote their early literacy skills.

## 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 both inside and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a range of documentation, including planning, children's records, policies and procedures.
- The inspector spoke to staff, parents and children.

## Inspector

Michelle Tuck

## Full report

### Information about the setting

Glitter-bug's Nursery registered in 2009. It is a privately owned nursery that operates in a mobile building in the grounds of Newtown Community Primary School, in Trowbridge, Wiltshire. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 29 children on roll in the early years age range. The nursery currently supports children who are learning English as an additional language and children with special educational needs and/or disabilities. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery provides both before and after school care, and holiday care for school-aged children. The nursery is open from 8am to 6pm on weekdays in both school holidays and term time. The owner/manager holds an early year's foundation stage degree in early childhood studies. There are four further members of staff, of whom three hold a relevant early year's qualification.

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

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

- strengthen the opportunities available for children to practise writing for different purposes.

### Inspection judgements

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

Children enjoy a good balance of adult-led and child-initiated activities, which interest and challenge them effectively to make good progress in all areas of learning. Children actively explore and investigate their environment, they particularly enjoy outside play. Older children explored and investigated numbers developing their mathematical skills. Staff extended children's learning as they filled up large tubs with water, providing children with spoons to fish out foam and magnetic numbers and letters. Children experimented to see which numbers or letters were magnetic and which ones were not. Staff supported children's learning through talking to them about a magnet having a south and north pole. Children played very well alongside one another, moving to one side so their friends could join them around the water tub. This shows that staff support children's personal, social and emotional development well. Children recognised the initial letters in their name and those of their friends as they fished the numbers and letters out of the water. They said, 'M is for mummy' and talked to one another about which ones floated and sank. This effectively supports children's communication and language and extends their understanding of the world.

Children enjoyed listening to a favourite story. The manager read the story to the children

using props to bring it to life. She began by showing a little bit of each cuddly toy character from the bag and the children excitedly guessed which one it was. She talked to children about each character and when she said something wrong in the story, the children quickly corrected her. The manager used her voice effectively to take on different characters in the story and the children copied her when she made gestures such as licking her lips. Throughout the story, staff taught the children about the animals and their habitats, so that they learned that an owl is a type of bird and lives in a tree and that a snake does not live in the sea but in a pile of logs.

Overall, the quality of teaching is good. Staff have a secure understanding of how to promote learning, and they extend children's critical thinking skills so they become confident and independent learners. For example, children observe locusts and crickets learning about them and feeding them, before setting them free outside. Children take part in activities that help them to learn about the world. For example, they plant cress seeds and keep them in different places, such as on the windowsill and in the dark. This supports them to learn about what the cress needs to grow. They have discussions with staff about which one will grow the best. Staff provided some opportunities for children to practise their early writing skills; however, generally, there were fewer opportunities to write for different purposes, such as in the role-play area.

Staff make regular observations of the children engaged in activities and use this to plan their next steps to ensure that they make good progress. They effectively identify children's skills and abilities through discussion with parents and observation. They successfully track children's progress to ensure that they identify any gaps in learning and put in place targeted plans to narrow these. Staff complete the required progress check for two-year-old children, which they share with parents and subsequently use to plan future progress. This means that staff monitor and extend children's learning and progress effectively.

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

Children settle well and show high levels of confidence and self-esteem. They make secure attachments to their key person and all staff know the children well. This means that staff promote children's physical and emotional well-being effectively. Children have good opportunities to play in the outside area, and staff provide a good selection of resources to stimulate children's interests. Children develop their physical skills as they ride on bikes and scooters. They learn about the world and natural environment as they dig and explore in the wild garden.

Staff teach the children how to keep themselves safe. They practise the fire drill regularly, so that children learn how to evacuate the premises quickly and safely in an emergency. Staff support children to discuss safety issues such as why they needed to be careful as they climbed the wooden frame outside to avoid hurting themselves. Staff deployment is good. The child-friendly environment is well organised, with easy access to resources so that children can make independent choices in their play. Staff act as good role models, they are polite and kind to each other and the children. As a result, children follow the

good example staff set and their behaviour is good.

Children learn about the importance of a healthy lifestyle. Staff and parents work closely together to promote healthy eating. Children enjoy packed lunches provided by their parents or a healthy lunch provided by the nursery. Children gain a clear understanding of good personal hygiene and are able to manage their self-care skills successfully. There are visual reminders in the toilet area, to further support children to practise good personal hygiene routines.

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

The manager and the staff team have a good understanding of the safeguarding and welfare requirements for the Early Years Foundation Stage. Staff understand child protection issues and their responsibilities to safeguard children. They are clear on the action they would take if they have a concern about a child in their care. Staff carry out thorough risk assessments, which includes procedures for opening and closing the session. This ensures that staff identify hazards quickly and take appropriate action to promote children's safety. There are robust recruitment and vetting procedures in place, including an induction process and training in all policies and procedures. This helps to ensure that staff have a clear understanding of promoting children's welfare and learning needs. All necessary records and documents are in place and staff maintain these effectively to support children's well-being. This includes the accurate recording of children's attendance and a written policy with regard to the use of mobile phones and cameras. Ongoing supervision, staff appraisal and training helps to ensure continued suitability and promotes staff's professional development. Staff also use peer-on-peer observation to promote good practice and maintain continuous improvements in teaching.

Partnerships with parents are good. Staff work closely with parents to ensure that they understand children's individual needs. Parents state they are very happy with the provision and the progress that their children are making. There are good systems in place to share information with other providers. Staff have had support from the local authority since the last inspection and strong partnerships with other professionals have helped staff further support children with additional needs. This helps to promote a consistent approach and ensures that staff support children well to reach their full potential.

The nursery manager and her staff have a good understanding of their responsibilities in meeting the learning and development requirements. Staff make regular observations of children's play and activities. These provide detailed information, such as how involved the child is in the activity and staff make links to the characteristics of learning. Staff use this information successfully to plan focused next steps in children's learning, so that they make good progress in all areas. Staff have attended training to improve the use of open questioning with the children. This supports children to think and share their ideas with one another.

The staff team regularly reflect on their practice and the provision that they offer. They

welcome parents' views through questionnaires and a suggestion box. The manager and staff have taken full account of all the previous actions raised by Ofsted and have successfully addressed them to improve outcomes for children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
--	------------

The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
---	------------

## 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>	EY401051
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	965323
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	16
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Sarah Louise Williams-Hudd
<b>Date of previous inspection</b>	23/01/2014
<b>Telephone number</b>	01225774647

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

