

Ronald Openshaw Nursery School

Early Years

Henniker Road, London, E15 1JP

Inspection date

22/07/2014

Previous inspection date

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 1

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 develop highly positive relationships with parents and carers through effective induction through home visits and frequent ongoing two way communication. Information is continually gathered and exchanged for the benefit of each child's continual care, learning and development.
- Staff offer a wide variety of quality resources and activities that motivate and offer challenge for the children. Children are fully engaged in purposeful play that supports them to make good progress in their learning and development.
- Staff work closely with parents and other professionals to ensure that children with special educational needs and/or disabilities are fully integrated into the nursery and their individual needs are met.
- The headteacher and class teacher responsible for two-year-old provision effectively monitor teaching, learning and staff practice. Staff fully understand how to promote children's learning. This results in high expectations for their achievements. Consequently, children's progress is good given their starting points.
- Staff are secure in their knowledge and understanding of safeguarding matters. As a result, children's safety, health and well-being are effectively supported.

It is not yet outstanding because

- Staff do not always monitor children's activity choices to ensure that they do not have a negative effect on other children's learning experiences.

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 a range of children's activities in the nursery and outside areas.
- The inspector carried out a joint observation with the class teacher responsible for managing the two-year-old provision.
- The inspector held discussions with the headteacher, the teacher responsible for the two-year-old provision, and spoke with children and staff throughout the inspection.
- The inspector looked at children's learning records, planning and a selection of policies, procedures, other relevant records and safeguarding documentation.
- The inspector took account of the views of parents spoken to on the day and through written feedback provided.

Inspector

Kathryn Falzon-Perera

Full report

Information about the setting

Ronald Openshaw Nursery Early Years registered in November 2013 and it is run by Ronald Openshaw Nursery School. It operates within the nursery school site. There is easy access to the building and a secure outdoor play area. The nursery provides a service for children from the local community.

The setting currently employs three members of staff, two of whom have relevant early years qualifications at level 3 and the class teacher who manages the two-year-old provision has qualified teacher status and Early Years Professional Status.

The setting is open during term time only. Sessions are from 8.45am to 11.45am and 12.15pm to 3.15pm. Children attend for a variety of sessions. There are currently 20 children on roll, all of whom are in the early years age group. The setting provides funded early education for two-year-olds. The setting works in partnership with other professionals to support children with special educational needs and/or disabilities, and children who are learning to speak English as an additional language.

What the setting needs to do to improve further

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

- monitor the use of background music so that it complements children's learning, and enables them to focus on their chosen activity

Inspection judgements

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

Staff demonstrate a secure understanding of the learning and development requirements of the Early Years Foundation Stage. They confidently use effective systems to observe and assess children's progress. As a result, they know the children well and talk confidently about where they are in their learning and development. Children's achievements are recorded in their development records with observations, photographs and examples of their artwork. Their individual starting points and detailed plans regarding each child's next steps for development are established to form a baseline for children's learning. A robust system for tracking children's progress has been implemented to ensure that no child gets left behind. The staff team effectively supports children who have special educational needs and/or disabilities. All staff work very closely with outside agencies to provide well-planned activities that promote the children's development in all areas of learning. Individual care is provided through accessing specific funding. One-to-one adult support is designated to these children and the staff caring for them are skilled at following individual educational plans. Different strategies are used to support children's

communication, for example, picture prompts are used to support the children's understanding of the nursery's routine. As a result, all children thrive and make good progress towards the early learning goals.

Staff organise the learning environment well so it offers a good range of quality resources and activities. They successfully promote children's learning through a wide range of experiences. The resources and activities are age and stage appropriate for every child. Resources are stored on low-level shelving and in storage units for children to freely select. This allows children to make independent choices in their play and helps them when they tidy away. The environment is organised into designated areas of learning, which inspires children to become motivated learners. Staff in the setting skilfully extend children's language and thinking by modelling language and posing questions, such as, 'What would you like to do now?' and, 'Can you remember what colour this is?' This teaching strategy promotes children's memory and recall and extends their language skills.

Staff encourage children to develop their own ideas. Staff respond well as children play, providing encouragement to help them gain new skills and explore their creativity. The freedom to choose resources enables children to follow their own interests, and this is evident as children become totally absorbed in activities of their choice. Occasionally children's choices have a slightly negative effect on other children's learning experiences. For example, routinely a child likes to operate a compact disc player to play music. They operate it independently and enjoy listening to the music. However, when it continued to play for a lengthy period of time it distracted children who were looking at books. Children develop confidence and curiosity in this carefully organised learning environment. For example, children love to play in the sand area. They spend time filling and emptying different size containers, and moving resources from other areas to develop their play. They also stir, mix and fill containers with pasta in the role play area, as they recreate a home corner and pretend to make 'food'. Children like to connect tubes in the construction tray, and staff extend children's learning by encouraging the use of numbers and counting in their play. Staff support children to use the main outside area in the older children's garden when appropriate. This shared garden offers stimulating and varied age-appropriate resources for the children. All areas of learning are promoted in the outdoors and children enjoy accessing the outdoor area for extended periods of time on a daily basis to promote their learning. Staff read stories that children have selected and engage their interest as they show them pictures and ask open questions using skilful storytelling techniques. Children learn about cause and effect as they play with battery operated toys, such as music players. Children in general, are confident communicators and happily engage in conversation with staff and other children. Staff are skilled at listening and talking to children to promote their speech and widen their vocabulary. Children develop their understanding of the natural world as they tenderly care for baby chicks and caterpillars. Children are supported very well through small group activities and child-led play, which encourage their developing skills in readiness for moving on to the onsite nursery and eventually school.

Staff encourage parents to contribute to children's learning in the setting by sharing information about their children's current interests. Parents are invited to come into the setting and join in the play sessions. Children's learning at home is further supported as books and play resources are available for parents to use at home. Information from home

is added to the children's learning journey record. Staff use information from parents, discussion with the children and their accurate observations to produce weekly planning of activities that are of interest and provide challenge to all children. Parents are very well informed of their children's progress through daily verbal discussion, learning journey records, parent activities and newsletters.

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

The care of the children is exemplary. Every child is fully included in what is going on in the nursery. Children and their families are highly respected and valued. Staff work very closely with parents, carers, and other professionals to ensure children with special educational needs and/or disabilities receive the sensitive support they need to make the best possible progress. Individual education plans are well-considered and take full account of children's abilities and how they can progress to the next stage in their learning. The environment and activities are readily adapted to accommodate the children's particular needs. As a result, children can move around the environment safely with confidence, and can participate in all activities comfortably. One-to-one support gives children the nurturing care they need to attend to their physical and emotional needs. Strategies to support children who are learning English as an additional language or who do not have good communication skills are highly effective. Staff use signing, symbols, and visual aids to support communication and language skills. As a result of the sensitive care and attention staff provide all children make good progress from their individual starting points, and enjoy the experiences they have in the nursery.

Staff have formed good partnerships with parents, which are developed through excellent settling-in procedures. Parents complete information forms giving staff information about children's families and their interests. In addition, staff undertake home visits to ensure they have comprehensive information about the individual needs of the children. Baseline assessments which identify children's developmental starting points upon entry are completed for all children. This allows a consistent approach in supporting children's needs between home and setting. Staff are enthusiastic and caring and clearly relate extremely well to the young children in their care. The children are very happy and content as they enter nursery and eager to explore their environment. Staff praise children's efforts and achievements, which fosters children's self-esteem highly successfully. The children who are only two years old are self-assured and very independent. This is because the staff challenge children in their learning and encourage them to try things for themselves. Children seek out staff and adults to confidently show how they have connected tubes and state they have made a snake. The staff show great interest in the children's achievements and this further promotes their self-esteem.

Children learn about the importance of exercise through a wide variety of activities. They enjoy many opportunities to play in the outdoor area and thoroughly enjoy music and movement sessions. Children learn about healthy eating through discussions cleverly promoted by staff at snack times and during regular baking activities. They learn about making healthy choices and explore where food comes from. The snack menus offer an excellent choice of healthy options with a range of prepared fresh fruits and vegetables,

milk and water. Any individual dietary needs are effectively managed through close working with parents.

Staff carefully organise the learning environment and use care routines to support the care and learning needs of individual children. As a result, children show an excellent level of independence for their age. For example, staff use routine times, such as snack, to develop children's independence and confidence so they begin to take responsibility for their own care needs. Children pour their own drinks, use knives to spread margarine on their crackers and make choices from a variety of fruit on offer.

Staff focus on positive behaviour and give children lots of praise and recognition for being helpful, kind and cooperative as well as encouraging them to direct their play so it is purposeful. This supports children to show consideration as well as to extend their learning, for example, children are keen to help at tidy-up time and they use polite language with staff and each other. Staff ensure that children learn about each other's differences as topics cover a variety of cultural festivals and special days.

Children's safety and safeguarding are central to everything the staff do. They maintain a safe and secure play environment. Children are learning to behave in safe ways because staff reinforce good safety practices that help children to assess risk and effectively manage emergencies. For example, staff regularly carry out fire evacuation drills to help children learn what to do in an emergency. Children recall past fire drills and point in the direction they need to go to exit the nursery safely and imitate the noise of the alarm. This demonstrates an excellent awareness of safety matters when the children are so young. Staff monitor the use of the older children's garden to ensure younger children are safe. Children enjoy fresh air and exercise daily as they use the outdoor environment freely all-year-round.

Staff provide excellent support to ensure that children are well prepared for the next stage in their learning. The children successfully mix with the older children attending the main nursery school at appropriate times in the garden, and at registration. This helps children become familiar with the whole nursery school provision, staff and building. The head teacher and all staff provide excellent support to ensure children are well prepared as they transfer from the nursery. The key person's handover and introduction to new staff gives children excellent continuity of care. They enjoy visiting facilities, such as the sensory room. For those children moving on to other schools, they are benefiting from the experience of being in a stimulating environment and interacting with older children.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood by the whole management team, and all the staff ensure they meet these. This means that children are well protected in the setting. All staff complete safeguarding training and are well informed about child protection procedures and who to contact should they have a safeguarding concern. Comprehensive systems are implemented to

enhance safeguarding practice. Policies and procedures are discussed at staff meetings and they follow robust recruitment and vetting procedures. Effective induction for staff is in place to ensure their suitability to work with children. The number of children attending is carefully monitored and staff-to-child ratios are effectively met and maintained. Parents are made aware of the safeguarding procedures through policies, notices and parents information boards. Comprehensive risk assessment records cover all areas of the premises and any outings. These show the careful consideration of all potential hazards and the effective action taken to minimise any risks. Daily visual safety checks of the premises ensure that the environment is safe, clean and fit for use. This results in the chance of accidental injury occurring being reduced and supports children's safety.

The nursery school headteacher effectively supports the staff team to progress children's learning for the two-year-olds. The two-year-old manager oversees the planning and implementation of the educational programme for the very young children. Through observing staff practice, the effectiveness of the teaching is effectively monitored. Children's individual progress is recorded to identify any children that may need further support to close any gaps in children's learning. Comprehensive tracking of children's learning is used. Staff performance is further monitored through staff supervision and appraisals. The nursery school management is committed to the ongoing continued professional development of the staff team, ensuring that their knowledge is comprehensive and up to date. The views of parents, staff and children are valued and included as part of the setting's self-evaluation process. Parents and carers are valued as partners. The self-evaluation process is highly effective, which contributes to them having an honest and realistic view of the setting's strengths and the areas that can be developed further. They make continuous improvements to benefit the children. The setting places a strong emphasis on promoting inclusion for all children, including those with special educational needs and/or disabilities, and children who are learning English as an additional language. Effective partnerships with the local children's centre, local authority and other agencies ensure the needs of all children are securely met, with any additional support they may need obtained.

Partnerships with parents are highly effective. Parents are complementary about the setting and the commitment of the staff team. They are made welcome and come into the setting, where they can gain a further understanding of their children's development, which is beginning to promote learning and development at home. Their child's development profiles, 'special books', are freely available and parents state they feel included in their children's progress. Information for parents is available in the entrance area, along with the policies and procedures and a notice board detailing activities in the local area. Parents are kept informed about areas of learning and safeguarding procedures through newsletters, meetings and the parents' notice board.

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	EY472984
Local authority	Newham
Inspection number	949730
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	20
Name of provider	Ronald Openshaw Nursery School Governing Body
Date of previous inspection	not applicable
Telephone number	02085346196

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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.

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.

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