

Sceptre Nursery

Sceptre Way, Bamber Bridge, Preston, Lancashire, PR5 6AW

Inspection date

11/08/2014

Previous inspection date

31/05/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 make positive contributions to children's overall progress and learning, especially in their mathematical development.
- Successful strategies are in place to engage parents in their child's learning. As a result, a shared understanding and a consistent approach contribute to effectively meeting the needs of each individual child.
- Staff know children very well and they are sensitive and responsive to each of their unique individual needs. As a result, children feel emotionally secure and quickly develop the skills of independence, preparing them effectively for their next step in learning.
- Children are highly cooperative and consistently demonstrate age appropriate skills for effective learning. This is because staff have high expectations of all children and sensitively teach them about taking turns, using good manners and respecting others.
- Children are safeguarded and fully protected from harm. This is because all staff have been checked and are suitable to work with children and fully understand their role in protecting children.

It is not yet outstanding because

- Opportunities for staff to be reflective about their practice is not always focused enough on improving teaching and learning, so children make even better progress.
- Staff supervision is generally effective, although needs to be more carefully targeted at

monitoring staff practice to provide further opportunities to improve the provision.

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 checked evidence of suitability and qualifications of all staff working with children.
- The inspector observed teaching and learning in all rooms and outdoors.
- The inspector took account of the views of parents.
- The inspector carried out a joint observation, examined documentation and the self-evaluation process and conducted a meeting with the manager of the nursery.

Inspector

Lisa Bolton

Full report

Information about the setting

Sceptre Nursery Ltd was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in single story premises, located within a business park in the Walton Summit area of Bamber Bridge, near Preston, in Lancashire. The nursery is managed by the manager, serves the local area and is accessible to all children. It operates from two rooms and there is an enclosed area available for outdoor play. The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, 51 weeks per year. Sessions are from 8am until 5.45pm. Children attend for a variety of sessions. The nursery provides funded early education for three- and four-year-old children. There are currently 26 children attending who are in the early years age group.

What the setting needs to do to improve further

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

- extend opportunities for staff to be reflective about their already good practice through embedding peer observation, in order to further improve children's learning over time
- devise a more astute and targeted approach to staff supervision, to further enhance staff contributions to the already strong focus on their continued professional development and, therefore, the continuous improvement of the provision for all children.

Inspection judgements

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

Staff demonstrate a high level of awareness of how young children learn and develop. They ensure that all children feel valued as individuals and empowered to make decisions. For example, children make choices about whether to play indoors or outdoors and are allowed uninterrupted time to play and explore independently. This means that all children develop positive attitudes, which lays the foundation for becoming successful learners in the future. Staff consistently incorporate children's own interests, in order to motivate and engage them in learning. Children's ideas are followed because staff listen perceptively and respect children's contributions. Staff recognise that children learn and develop at different rates and they are effective in tailoring practice to their needs. For example, staff contribute skilfully to children's self-initiated outdoor games, extending a catching game to incorporate a bounce before the catch. Children are consequently appropriately challenged by staff who know them well.

The quality of teaching is consistently good and as a result, children make good progress in relation to their starting points. Staff support children's early communication skills well as they play. They ask questions, make comments and praise children, to encourage children to respond. Older children are inspired to become independent in their literacy skills. For example, they show initiative in writing their names on their pictures, which is praised by staff. There is a strong focus on mathematics. This is evident in the mathematical resources available indoors and outdoors and through adults' engagement with children. Staff incorporate mathematical songs and rhymes into everyday routines, and activities are planned to incorporate mathematical vocabulary. For example, when children engage in art and craft activities, staff draw attention to 'big' feathers and 'small' eyes, as well as counting fingers whilst hand printing. This means that the older children, in particular, are well prepared for their move to school. Staff provide skilled support for children who have recently moved across from the baby room into the main room. Children at age two quickly rise to new challenges. They begin to become more independent, following in the footsteps of their more experienced peers. For example, under the guidance of staff, two-year-olds demonstrate great determination and a clear self-driven desire to be independent. They are eager to help staff to serve their food, carry their own plate and eat at a table. This shows that the process of transition has been successful in enabling children to feel emotionally secure. It reinforces that the well-established routines, high expectations and consistent praise from staff work well to encourage persistence.

Children's learning is well documented. This means that staff can keep track of children's progress and benchmark their achievements against typical developmental stages. For example, children's files contain induction information, on entry assessments, examples of learning, observations and photographs. This is continued over time to demonstrate progress. Effective strategies engage parents in their children's learning at the nursery. For example, parents are invited to take their child's learning file home termly and contribute to the record. They are also invited to complete documents to share examples of home experiences. Staff actively encourage parents to talk informally to them on a day-to-day basis. Parents clearly value the opportunity to share information and comment that they feel that their views are listened to. As a result, knowledge about each child is shared and an individual picture of each child's learning and development is built.

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

Children are able to form trusting relationships with warm, caring staff who meet their emotional and physical needs effectively. Staff praise children for their contributions, which means that children grow in self-esteem and become confident to participate. Children separate from their parents with ease and are welcomed into the friendly nursery environment. Each child is allocated a key person who supports their development. As a result, children feel protected and secure during the time they spend in the nursery. Staff are pro-active in ensuring that children build relationships with a number of staff, to complement the strong bond with the key person. This means that children are confident to engage with others and benefit from the expertise of the wider staff team. Strong staff

communication underpins this initiative and contributes to continuity in each child's learning. For example, staff record their observations of children's learning and communicate this with the child's key person. As a result, there is a shared understanding of each child's level of development and next steps in learning. Good opportunities are provided for children to spend time and develop relationships with children of other age groups in the nursery. For example, meal times, story times and group singing activities are shared experiences. Consequently, children become more familiar with other children, the environment and staff, before it becomes time to move there. Staff speak to children appropriately and expectations of behaviour are modelled comprehensively by them. Children are encouraged to take turns and are reminded to use good manners. As a result, children's behaviour is consistently very good. Children develop respectful relationships towards each other and there is an atmosphere of mutual respect between staff and children.

Staff are highly aware of children's individual needs. Staff respond skilfully to the non-verbal communication of babies. For example, babies delight in seeing cause and effect relationships when throwing a ball. This is encouraged by positive facial expressions of staff. Consequently babies feel valued and understood. This leads to an increase in confidence to communicate and contributes to improvements in their language acquisition over time. Children are given time to respond by staff who display patience. As a result, children are secure that they will be given individual attention and they feel safe and ready to explore. Staff meet children's individual physical needs very well. For example, staff consider the wishes of the parents with sleep routines, making appropriate adjustments to accommodate. Staff communication with parents facilitates a shared understanding of each child and consequently, a consistent approach is adopted by all adults. Hygiene procedures are robust and areas used for nappy changing and toileting are maintained to a high standard. Good hygiene practices are adopted during meal and snack times. For example, children are all accompanied to the bathroom and guided towards being independent in using soap and washing and drying their hands. Fresh, healthy and nutritious food is cooked on the nursery premises each day. A wide variety of food is provided, ensuring children receive a balanced diet and parental input is sought to inform menu planning. Staff talk to children about their food. For example, discussing the health benefits of water opposed to fizzy drinks. As a result, children have an age-appropriate understanding of healthy eating. Children's physical well-being is extended in the outdoor area. Here children have daily opportunities to be physically active and a monthly sport session takes place, involving all ages of children. Additionally, children are able to explore and learn to manage risks in a safe and secure nursery environment.

Children are well supported to settle when they first start attending the nursery. A broad range of information is collected from parents and used effectively to ensure continuity is maintained. For example, information about children's likes and dislikes are collected in the All about me booklet. Children are equally well supported when they move rooms within the nursery. Staff are mindful of building relationships and synchronising routines before a child moves. For example, children are introduced to self-registration in the baby room. A transitional report supports the thorough communication between key people in managing the move. Consequently children are emotionally settled and learning continues seamlessly. As children prepare to start school, staff place a strong emphasis on providing comprehensive information in transitional documents. Staff from local schools are invited

to visit children in the nursery. As a result, key information regarding children's specific needs and attitudes towards learning is shared, providing continuity in development and well-being. Children are well prepared emotionally for starting school. For example, staff generate excitement by talking enthusiastically about similarities and differences between children's new schools and the nursery. Children develop good independence skills in preparation for school throughout their time at nursery. For example, they attend to their own personal needs, make independent choices during their play and help to serve their own food at meal times. Parents comment positively on how staff contribute towards children's readiness for school. For example, children are encouraged to put on their own coat, write their own name and use a knife and fork.

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

The manager takes all necessary steps to keep children safe and well. A strong commitment is demonstrated to creating and maintaining a high quality nursery, where children are safeguarded very well. All staff have had suitability checks carried out and understand their role in protecting children from harm. They know how to respond to possible signs of abuse and are aware of procedures to take, should they have any concerns. Actions and recommendations have been addressed from the previous inspection and the manager now keeps accurate accounts of the Disclosure and Barring Service records for every member of staff. The manager oversees risk assessments and staff undertake daily checks of the indoor and outdoor environments. Managers act to ensure that identified actions are remedied promptly. For example, the maintenance department promptly fixed a blocked sink following a painting activity, so children's care and learning is continued at all times.

The manager leads a well-qualified and experienced staff team. She places strong emphasis on supporting her staff team, resulting in staff remaining employed at the nursery for a long time. The manager encourages the development of qualifications and training opportunities are provided regularly. This enables all staff to continually develop their already very good practice. Although, peer observations are being developed, these are not yet embedded to share best practice across the nursery to focus on improving the already good teaching. The manager understands her responsibilities in meeting the learning and development requirements. Together with the deputy manager, they maintain an overview of the provision for educational programmes. Observation, assessment and planning documentation is monitored to make sure it is consistent and targeted. The manager is keen to improve the nursery. A quality improvement scheme is now underway and staff and leaders work together to identify actions and make improvements. For example, improvements have been identified and successfully achieved in partnership with the nursery manager, staff and an external early years advisor. Supervision is in place and focuses on staff development, however, there is room for this to be stronger to make the identification of strengths and weaknesses, and consequent action planning, more robust to maximise opportunities for children's learning at all times.

Partnerships with parents are good. The manager and staff demonstrate a strong willingness to engage with all parents, in order to develop consistency between home and

school. As a result, parents are well informed about children's learning, they are encouraged to support children's learning at home and are given advice. For example, staff have advised parents how to support children's mathematical development through everyday activities at home. Children also benefit from the expertise of parents who are encouraged to visit nursery to provide new experiences for children. For example, an art teacher taught clay modelling and a chef taught children how to make pizza. Parents are clearly satisfied with the level of care and learning provided by the nursery, in particular how well children are prepared for their next steps in learning. The manager and deputy manager instigate partnerships with external agencies. For example, seeking out information about speech and language therapy drop-in sessions at a local children's centre. Consequently, parents are reassured of the commitment of the manager in providing advice and support for children at nursery and at home to promote a consistent approach to children learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	309646
Local authority	Lancashire
Inspection number	871868
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	26
Name of provider	Sceptre Nursery Ltd
Date of previous inspection	31/05/2011
Telephone number	01772 694747

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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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