

Ashleigh Nursery School

Ashleigh, Old Watling Street, ATHERSTONE, Warwickshire, CV9 2PA

Inspection date

29/08/2014

Previous inspection date

11/11/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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 because staff focus on developing effective learning and plan challenging activities for children. Children are well motivated by staff's encouragement and praise for their efforts and achievements. As a result, they are confident and want to do well.
- Staff develop children's language and communication well. They respond attentively to children and ask good questions, which promote children's critical thinking skills.
- All staff have an excellent understanding of their responsibility to safeguard children in their care. Children are protected and safe because of the effective and thorough safeguarding procedures that are in place.
- Leadership and management monitor children's progress very thoroughly. This means that children with identified needs are supported and appropriate interventions occur in a timely manner.
- Staff involve children in checking the nursery for hazards. As a result, children learn appropriately relative to their age to keep themselves safe and healthy.

It is not yet outstanding because

- Current arrangements are not fully effective in communicating timely information from all parents to staff about children's achievements at home in order to increase the speed of children's development and to ensure continuity in learning.

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 had a tour of the premises and observed activities in the indoor and outdoor learning environment.
- The inspector interacted with children at appropriate times during the inspection.
- The inspector conducted a joint observation with the head of nursery of a planned activity.
- The inspector held a meeting with the head of nursery and spoke to staff throughout the inspection when appropriate.
- The inspector examined planning documentation and children's assessment records.
- The inspector checked evidence of staff qualifications and suitability to work with children, and the nursery's evidence of self-evaluation.
- The inspector took into account the views of parents met on the day.

Inspector

Deirdre Lyddy

Full report

Information about the setting

Ashleigh Nursery School was registered in 1990 on the Early Years Register. It operates from six rooms in a single-storey building in Atherstone. There are three enclosed outdoor play areas. A gated section of the outdoor area includes a small fruit and vegetable garden. The nursery opens each weekday, from 7.30am to 6pm, all year round. There are currently 84 children on roll in the early years age range, who attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 19 members of childcare staff. Of these, the head of the nursery is a qualified teacher and holds the Early Years Professional status, one holds a qualification at level 5, one holds a qualification at level 4, 15 hold appropriate qualifications at level 3 and one staff member, who holds a qualification at level 1, is working towards level 2.

What the setting needs to do to improve further

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

- build on the existing opportunities for all parents to share information about their children's learning at home to fully involve them in ensuring continuity in their learning and development.

Inspection judgements

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

When children are first enrolled in the nursery, staff gather detailed information about their interests and developmental needs from parents and carers. Staff provide a wide variety of resources, which give rich learning opportunities to babies, toddlers and pre-school children. Babies quickly settle into familiar routines surrounded by favourite soft toys and play materials, which they can touch, smell and feel. Toddlers and pre-school children play and move about freely. As a result, children of all ages are enthusiastic learners who can actively and confidently explore their indoor and outdoor environment. They use the materials provided to represent their own ideas well through role play and art. All resources are accessible to children, which means they can easily find what they need and put the items back when they are finished. The use children make of the rich variety of resources available to them indoors and outdoors makes a significant contribution to their all round progress, but particularly to their imaginative development.

Staff use their comprehensive knowledge of children's learning and interests and of the Early Years Foundation Stage requirements to plan for activities, which are both child-initiated and adult-led. They gradually extend the amount of adult-led activities as children get older and ensure that all seven areas of learning are covered. Staff observe and record children's learning approaches and interests meticulously. They are particularly aware of

the characteristics of effective learning. To strengthen and deepen individual children's current learning and development, each term staff additionally identify and consider a unique learning focus, such as problem solving, for each child. To consolidate the learning of particular skills, groups of selected children enjoy fun activities in comfortable surroundings. For example, children who need to further practice in identifying and sequencing numbers up to 10, enjoy playing a guessing game and placing laminated numbers in order on the floor. The constant emphasis on language development is a particular strength of the nursery and underpins all activities. For example, when talking to babies about their clothes, staff members point out objects, such as a flower or a t-shirt, to further develop babies's vocabulary. While holding toddlers close, staff reading a story about ladybirds guide children's fingers while helping them to count aloud the 'holes made by the ladybird' in the book. At the same time, children make the model ladybird attached to the book 'wiggle' and move 'up and down' while saying these words. Staff skilfully intervene in play to enable children to acquire the key skills needed in preparation for school. For example, a member of staff puts on a firefighter's hat to become involved with a group of children who are 'putting out fires'. She asks good questions to stimulate their thinking, such as 'who else can help us?' and reminds children that 'we need to keep everyone safe'. Because staff give children good opportunities to speak in sentences and initiate questions during role play, they effectively prepare them for successful learning in school.

All children make very good progress from their starting points. Staff support children who have special educational needs and/or disabilities in their learning very well. They meet regularly with other professionals, share their own observations and agree on the next steps. To communicate with children who speak English as an additional language, staff learn and speak some words of the children's home language. Parents contribute extensively to the progress check for children aged between two and three years and staff make good use of this to plan for the next steps in children's learning. Staff value parents' views about their children's very highly and they encourage parents to support and share information about their children. However, current arrangements are not fully effective in communicating timely information from all parents to staff about children's achievements at home in order to increase the speed of children's development and to ensure continuity in learning.

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

The atmosphere throughout the nursery is affectionate, caring and calm. Staff give the emotional needs of children the highest priority. Staff flexibly allocate as much time as is necessary to the settling-in process to ensure that children feel secure. They gather a wealth of information about children's development and interests from parents and occasionally visit children's homes to become even more familiar with children's families. Key persons hold babies who are new to the nursery in their arms while pointing out features of the baby room. They reassure anxious children with cuddles and soothing words. Staff sensitively introduce babies to each other. As a result, children form close bonds with other children and with staff members from an early age.

There are quiet comfortable sections in all the rooms where children can lie down or sleep if they need to rest. There is a separate sleeping room for younger children, which staff monitor every five minutes. Routines are well established. Staff are good role models who encourage children to copy them. As a result, toddlers say 'please' and 'thank you' when indicating their choice of cereal at snack times. Staff promote children's health well because the nursery follows good hygiene practices, which meet children's physical, nutritional and healthcare needs. Children know that sun cream and sun hats protect them from the sun. Most children independently manage their toileting needs and they demonstrate a good understanding of the importance of washing their hands. Staff provide children of all ages with good opportunities to enjoy the fresh air and be physically active. Toddlers show their understanding of the need for safety when tackling new challenges outdoors, such as climbing up the ladder of the slide. They are encouraged by staff and by other children who say 'you can do it'. Staff praise children's success when they tell them, 'Well done, you did it!' This encourages them to be resilient and to try things for themselves. Older children learn how to manage age-appropriate risks and challenges by helping staff to look for dangers.

Staff carefully support children who are transferring to a new room within the nursery. Children make short visits to their next room. Staff gradually increase the length of time children spend in the new room until they have adapted to the change in their routine. This further promotes children's sense of security and belonging. Nursery staff prepare children very well for transfer to primary school. With the permission of parents, staff form friendship groups among children transferring to the same primary schools. Staff also prepare a checklist for parents to remind them of aspects to consider before the transfer of their children. Primary school teachers visit the nursery and become familiar with the learning, development and interests of children. This good communication between the nursery, parents and teachers means children are at ease and emotionally prepared for primary school and are supported in settling quickly and making further progress in their learning.

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

All staff have a secure understanding of the nursery's safeguarding procedures. Staff are thoroughly committed to ensuring the safety of children. They effectively implement a broad range of robust safeguarding policies and procedures and ensure that children are well protected. Staff inspect the outdoor areas of the nursery daily before the children arrive. Additionally, heads of rooms conduct frequent risk assessments of their sections and the head of nursery double checks all actions taken. Throughout the nursery, notices remind staff where particular vigilance is required. This ensures that children are well protected and kept safe from harm. All staff have regular training on safeguarding issues and hold current first-aid qualifications. As a result, they can readily describe the procedures they would follow in the case of having concerns about a child's welfare. Robust recruitment procedures ensure that staff are suitable to work with children. The head of nursery maintains ratios carefully. She deploys staff well to ensure that children are supervised effectively, both indoors and outdoors.

The head of nursery and heads of rooms have detailed knowledge of the learning and development requirements of the Early Years Foundation Stage. They plan and oversee a broad range of activities and experiences that arise from their frequent observations of the learning needs and interests of children. The head of nursery demonstrates a clear commitment to reflective self-evaluation and to continuous improvement of the nursery. She skilfully draws on the results of staff self-review, the monitoring of children's progress, analysis of parent questionnaires and staff appraisals to accurately prioritise the nursery's development targets for the immediate future. She has effectively addressed the recommendations from the previous inspection and now oversees rigorous tracking of children's progress. Heads of rooms coordinate and ensure consistency in the judgements on progress made by practitioners. This sharp monitoring of children's development means that children with identified needs are supported and appropriate interventions occur in a timely manner.

The head of nursery undertakes formal supervision of staff twice a term. Supervision sessions involve analysis of the member of staff's impact on the effective learning of children and on the development of children's language and communication skills. In addition, heads of rooms monitor staff performance informally. The programme of professional development helps staff to improve their knowledge and practice. The nursery makes every effort to engage with parents using a variety of media. Parents spoken to during the inspection were very complimentary about the flexibility and availability of staff, and about the information and support, they receive. Relationships with other agencies, such as health professionals and the wider community, are well established. Successful partnerships developed with primary schools are very beneficial in ensuring that children are very well prepared for their next stages in learning.

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	200487
Local authority	Warwickshire
Inspection number	854257
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	47
Number of children on roll	84
Name of provider	Kate Adams
Date of previous inspection	11/11/2010
Telephone number	01827 718 249

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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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