

St Thomas Cantilupe CofE Nursery School

St Thomas Cantilupe CofE Primary School, Coningsby Street, HEREFORD, HR1 2DY

Inspection date

08/09/2014

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

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 have a good understanding of how to promote children's learning through a wide range of enjoyable and interesting activities. As a result, children are stimulated and make good progress in their learning and development.
- Leadership is strong and staff are committed to reflecting on practice and identifying areas for improvement, to ensure the best possible outcomes for children.
- Effective partnerships with parents and a well-established key-person system helps children form warm and secure attachments, promoting their well-being and independence.
- Safeguarding policies and procedures are clear. Staff work together and they understand their role in making sure that children are protected from harm and kept safe.

It is not yet outstanding because

- Staff do not undertake peer observations as part of reflective practice, which means that opportunities to identify and share good practice regarding teaching and learning are missed.
- Children do not have enough opportunities to see different kinds of print in their outdoor environment to further support and enhance their 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.

Inspection activities

- The inspector observed the staff engaging with children in a range of indoor and outdoor learning activities.
- The inspector held discussions with the provider, manager and staff.
The inspector looked at documentation, including a selection of policies and
- procedures, evidence of staff suitability and qualifications and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.

Inspector

Amanda Tompkin

Full report

Information about the setting

St Thomas Cantilupe Church of England Nursery School was registered in 2014 on the Early Years Register and is part of a multi-academy trust. The nursery school is based at St Thomas Cantilupe Church of England Primary School in Hereford. It is located in two rooms within the school buildings as part of the early years provision. The nursery school serves the local area and is accessible to all children. Children have access to several enclosed outdoor play areas including opportunities to take part in Forest School type activities. The nursery school employs six members of childcare staff. Of these, the manager has an Early Years Foundation Degree and four staff have appropriate early years qualifications to at least level 3. The nursery school opens Monday to Friday during school term times. Sessions are from 8.45am until 3.15pm. Children attend for a variety of sessions. The nursery school provides funded early education for two- three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. There are currently 39 children on roll.

What the setting needs to do to improve further

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

- extend the systems in place for the performance management of staff, for example, by carrying out peer observations, in order to evaluate and monitor the impact of individual teaching skills, to help raise children's attainment to the highest level
- create an outdoor environment rich in print where children can learn about words, for example, by using more signs, posters and labels.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and teaching is rooted in a good knowledge of how to promote the learning and development of children. Children are provided with an inviting environment where they enjoy a wide range of experiences and activities that support them to make good progress in their learning. Staff plan an educational programme that has depth and breadth across all areas of learning. Children's progress is monitored by the child's key person, who puts together a learning journal, which is used to plot and track their individual progress. This is used effectively to ensure there are no gaps in their learning and to plan for children's next steps in their development. Staff discuss children's progress, activities and achievements with their parents on a daily basis and listen to what parents tell them about what children have been doing at home. This promotes a two-way flow of information, knowledge and

expertise between parents and staff and has a positive impact on children's learning.

Staff interact positively with the children, engaging them in conversation and promoting their communication and language skills. Staff listen carefully to what children say and ask them open-ended questions to help them develop their understanding. They chat happily together about familiar experiences, such as holidays, the weather and what they would like to do next. As a result, children's confidence and self-esteem is fostered. Children's attention is gained and successfully maintained because staff use different tones, repetition and clearly pronounce words during group activities. This helps children to develop good listening, attention and communication skills, which support them in all areas of their development and provides key attributes needed for starting school. Children's physical development is supported well as the outdoor area is a regular feature of children's play and learning. Children can pedal bicycles, negotiate space with pushchairs and practice their balancing skills. Children learn about and see print in books. However, there are fewer opportunities for children to see letters and words through the use of labels, signs and posters in their outdoor environment, to further support their literacy skills.

This is an inclusive pre-school where all children and their families are valued equally. There are effective strategies in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. For example, staff use effective teaching methods, such as pictures, signs and simple instructions. As a result, the gap is narrowing for those children who enter the nursery with development which is below the expected milestones for their age.

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

Children thrive in this welcoming nursery. They are warmly greeted by staff on arrival and settle quickly into the routine. Staff are caring and kind and children confidently approach them for cuddles, support or reassurance. The key-person system is very effective in supporting individual needs because staff take time to get to know all the children and build secure bonds. The settling-in period is managed well, so that key persons get to know children and their parents and share important information about their individual needs. This is done through gathering written information, flexible settling-in sessions and discussions with parents. As a result, children feel emotionally secure within the nursery. Children who speak English as an additional language and children with special educational needs and/or disabilities are supported well. Staff create an environment that is welcoming, safe and stimulating, where children enjoy their learning and grow in confidence.

Children's behaviour is managed well because staff ensure that they give clear messages to them. Staff quickly diffuse any conflicts between children by helping them resolve any differences. They explain to children why some behaviours are not acceptable and give them examples of what to do if the same incident happens again. As a result, children are acquiring the skills needed to play with their friends and to begin to identify when they need to seek help from adults. Children use good manners and are praised for doing so. Children are reminded to walk while indoors and to sit properly on furniture.

Consequently, children begin to learn the importance of keeping themselves safe.

Children's health is promoted because the nursery follows good hygiene procedures and practices, which meet children's physical, nutritional and healthcare needs. Children are developing good independent self-care skills. Some use the toilet with confidence and ask for help if needed, while those in nappies are taken care of effectively. Displays show healthy foods, such as brightly coloured fruits and vegetables, and light healthy snacks, such as a selection of fruit and crackers, are provided. Children are emotionally well prepared for their next stage of their learning because staff give careful consideration to preparing them for school. Partnerships with the attached primary school are very good. The reception teacher knows the children well because they often visit her classroom, as well as her visiting them in their own surroundings. The children join the school for special events and assemblies. These visits enable children to have a sense of belonging, as well as supporting their growing confidence and independence, aiding a smooth move to school when the time comes.

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

Leadership and management is strong. There is a good understanding of the welfare, safeguarding and learning and development requirements of the Early Years Foundation Stage. The provider and staff ensure that children are kept safe from harm and all children make good progress as a result. Safeguarding responsibilities are fully understood by the provider and staff, who clearly explain how they would deal with concerns that relate to children's welfare and safety. There are clear recruitment and vetting systems in place, which ensure all people working with the children are suitable to do so. Other procedures to further protect children, such as the maintenance of daily records, safe collection systems and seeking all necessary information at registration, are thoroughly carried out. A performance management system is in place and this includes regular supervision meetings between management and staff. Therefore, staff and managers have the opportunity to discuss training needs, key children and general performance management issues. However, there are few opportunities for staff to undertake peer observations of each other, so that staff can reflect on each other's practice, building on the already good teaching that takes place.

Systems are in place to monitor children's progress and where children may need additional support, activities are planned to meet each child's needs. Staff are proactive in making referrals to appropriate agencies if required after discussing this with parents to ensure that all children get the help that they need. As a result, any gaps in children's learning are closing. Regular staff meetings are held to discuss best practice and children's progress. Partnerships with parents is good and parents speak highly about the nursery. They receive regular, good quality information about their children's progress, which means that they can support ongoing learning at home. Parents are regularly asked to attend social events, such as sports day and concerts. Parents and staff are encouraged to participate in the setting's self-evaluation; views are gained through questionnaires and daily discussions. Staff understand and work in partnership with other professionals and

settings children move onto. As a result, children's continuity of care and learning is fostered.

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	EY475448
Local authority	Herefordshire
Inspection number	960424
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	39
Name of provider	Bishop Anthony Educational Trust
Date of previous inspection	not applicable
Telephone number	01432 268400

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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