

Owton Manor Nursery

Owton Manor Primary School, Eskdale Road, HARTLEPOOL, TS25 4BT

Inspection date	18/09/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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

- The quality of teaching is good because staff have a secure understanding of how children play, learn and develop. Precise assessment and individualised planning ensure children make good progress in their learning and development.
- Children settle very well and quickly make very good relationships with staff and other children. This is because of the high quality of staff interactions.
- The manager and staff fully understand their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, children are safeguarded and their welfare is protected.
- Partnership working with school is strong and transition processes are carefully planned, which means children are very well prepared for the next stage in their learning.
- The nursery is led and managed effectively. The management team demonstrate a clear focus and vision for future improvements to strengthen practice and improve the provision for all children.

It is not yet outstanding because

- Occasionally, children's reading experiences are not fully enhanced, as staff do not always give them sufficient time to become more involved as stories are read to them.
- The outdoor learning environment currently offers fewer explorative and investigative opportunities for children than those offered indoors.

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 children's play and adult and child interactions indoors and outdoors.
- The inspector undertook a joint observation with of an activity with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability of staff working with children and the provider's self-evaluation form.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Nicola Wardropper

Full report

Information about the setting

Owton Manor Nursery opened in 2014 and is part of Stranton Academy Trust. It operates from Eskdale Academy in Hartlepool. The nursery serves the immediate locality and also the surrounding areas. The nursery opens Monday to Friday term time only. Sessions are from 8.45am until 11.45pm and 12.30pm until 3.30pm. There are currently 16 children on roll. Children attend for a variety of sessions. The nursery provides funded early education for two- and three-year-old children. It supports a number of children with special needs and/or disabilities. There are currently two staff working directly with the children, both of whom have an appropriate early years qualification at level 3. The nursery receives support from the local authority. The nursery is registered on the Early Years Register.

What the setting needs to do to improve further

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

- encourage children to become more involved in stories by allowing them sufficient time to respond to the pictures as the story is read to them
- enhance children's outdoor learning by including more explorative and investigative experiences, for example, hunting for bugs and using mud kitchens.

Inspection judgements

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

Children are enthusiastic and motivated learners because they are supported by knowledgeable staff who understand how young children learn. Staff observe children as they settle into the nursery and speak to parents to find out together what children can do. This information, followed by accurate observations and assessments, creates a clear picture of children's current learning and informs next steps for future learning and progress. Staff skilfully differentiate activities to ensure all children are successful in their learning and development. Precise monitoring of children's learning means that any gaps in children's development are quickly identified and addressed. This means that staff target support where it is needed. Consequently, all children, including those with special educational needs, make good progress and are well prepared for the next stage in their learning.

Staff support children's communication and language development well. They continuously talk to children about what they are doing and sensitively engage in their play. Staff model language effectively and support children to develop listening and attention skills through carefully planned 'Toddler Talk' sessions. Staff continuously offer praise for effort and achievement, which builds children's confidence in using and understanding language. As

a result, children make good progress in their language development from their varying starting points. Children enjoy listening to stories as staff read with thoughtful expression. However, occasionally staff do not afford children sufficient time to respond to what they see and hear to become fully involved in stories as they are read to them. Staff successfully encourage children to think creatively and work things out for themselves. For example, staff support children to work out what else they could do to balance the tube to make a slope. As a result, children are motivated to persevere with tasks and are successful in the tasks they set themselves. This builds confidence and self-esteem. Staff promote children's understanding of number and size well during everyday routines and focused activities. For example, during a small key group activity children count and sort bears by size and colour. Outdoors children enjoy using magnifying glasses to make things that interest them 'look bigger'. Children have good opportunities to be creative and imaginative. For example, they experiment with mixing colours of paint as they create their own animal masks to display. Children gain a good awareness of technology because staff support them to understand how things work. For example, children know that, when they press a particular button on a battery-operated toy, it will move. Children's physical development is supported well. Indoors, large blocks provide opportunity for building and balancing and outdoors children learn to climb, and to control wheeled vehicles. Children exercise their small muscles through using a good variety of mark-making tools, such as crayons and chalk. This helps children develop the skills and dexterity necessary for early writing skills. As a result, children are well equipped with the skills they need for the next stage in their learning.

Parents are actively engaged in their children's learning. Staff provide them with regular summaries, such as the progress check for children between the ages of two and three years, and share regular written reports for all children. This means that parents know what their children are learning and are able to support them at home. Parents also respond positively to the nursery's request for ongoing information about what their child can do when they are at home. They add to their children's observations for their learning record, or talk to staff about what they have done. Children take the nursery's Star Bear home and parents write and add photographs about what they have done with the bear. This means that staff can take into account as much as possible about the child when planning for their development. As a result, parents are well informed, feel valued and are fully involved in their children's learning.

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

The key-person system is effective and ensures that children make appropriate emotional attachments and feel safe and secure. The warm relationships give children a strong base and develop their confidence and self-esteem, enabling them to learn and progress well. Children show that they are happy and content. A programme of settling-in visits, based on individual children's needs, help them to make a smooth move from home into the nursery. Children's behaviour is positive due to the clear guidelines and boundaries provided by staff. Staff talk calmly to them and give lots of praise for children's efforts. This develops children's self-esteem. In particular, they love to receive a hand stamp when they have done something well. Timely reminders are given about managing their own safety, such as not to run indoors in case they fall.

Children have opportunities to play and explore and are active learners. They demonstrate high levels of confidence as they freely move around the environment and make independent choices about what they want to do. This is due to interesting resources being easily available for children on low-level units. Staff demonstrate a good understanding of the importance of regular physical activity and children have access to daily fresh air and exercise. Children's physical development is promoted well as they learn to walk and run on a variety of different surfaces and gradients, such as grassy banks. However, the outdoor learning environment currently offers fewer explorative and investigative opportunities for children than those offered indoors. Staff support children to understand about good hygiene practices as they wash their hands after playing in the garden, going to the toilet and before eating. Snack times are sociable occasions where children have the opportunity to chat to their friends. Staff promote children's good health by offering healthy snacks and ensuring children can access drinks. As a result, children develop good independence and self-care skills, which help them to be emotionally ready for school.

Children's personal, social and emotional development is well fostered because staff understand their responsibility to prepare children for their move to the next stage in their learning. This promotes children's confidence and ensures children are well-prepared for their transition into school. Staff discuss children's move into the school nursery or next room with teachers and parents, and provide numerous opportunities for children to visit. Children have daily access to the reception outdoor area, which supports them in building confidence in being in a busier environment. A transition summary of children's learning and development is completed and passed on to the new setting to help staff understand where children are in their development. Consequently, children's move on to the next stage of their learning is smooth. This means children are reassured and their individual learning and care needs are well met.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are very well met throughout the nursery as the manager and staff have a clear understanding of their responsibilities in meeting these. Children's welfare and well-being are promoted because staff receive training on safeguarding and are knowledgeable of the child protection procedures to follow in the event of a concern about a child. Robust policies and procedures are implemented consistently to ensure all concerns are prioritised and dealt with effectively. Robust risk assessments and thorough daily checks of the indoor and outdoor environments ensure that the nursery is safe for the children who attend. Staff deploy themselves effectively to ensure adult to child ratios are maintained efficiently both indoors and outside. Detailed records of visitors are maintained and a register of the children's attendance is in place. Staff supervise children well and are alert to ensuring that children stay safe. Recruitment procedures are robust and management implement a thorough induction programme. All staff have completed thorough background checks and hold appropriate qualifications, which ensures that they are suitable to work with children. This means staff are very clear on their roles and responsibilities from the start and of the

expectation for high standards. Consequently, children are kept safe and receive high quality learning experiences.

The manager monitors the effectiveness of the quality of teaching through staff supervision and observation of practice. This means that practice is evaluated and advice is given to staff about adapting activities, so that the best possible learning outcomes are sought for children. Staff access regular training and development opportunities, and regularly meet as a team to further develop the provision. The qualifications of staff and continual professional development have a positive impact on outcomes for children's learning and development. For example, recent training on 'Every Child a Talker' has helped staff to effectively support children with communication delays and difficulties. The highly-motivated manager and her team have effective procedures to monitor the overall educational programme for each child. This involves tracking children from their starting points to when they leave, monitoring their progress over time and ensuring any delayed development or gaps in progress can be quickly and effectively addressed. Consequently, all children benefit from a good range of activities and experiences that help them make good progress in their learning and development.

Self-evaluation is effectively used to identify priorities for improvement. The manager and her team are committed to providing a high quality learning provision and value partnership working. They gain the views of staff, parents and children, and work with the local authority development worker to identify further areas for development. This means the setting has capacity to improve their already good practice further. The nursery has very good partnerships with other professionals and supporting agencies, such as the speech and language team. This enables them to support families and children, ensure children receive additional help quickly and that everyone is fully included in the nursery. These well-established partnerships with relevant professionals ensure any children falling below their expected level of achievement are fully supported. Where appropriate, outside professional help is sought to ensure all children are included and aided to achieve their full potential. Partnership working with parents is very good and staff are committed to involving parents in the nursery. Parents' views are sought and they have opportunities to complete an annual questionnaire. Parents spoken to on the day of inspection comment how well their children settled into the nursery. They also comment how much progress their children have made, especially with their confidence and speech.

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	EY473172
Local authority	Hartlepool
Inspection number	956714
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	16
Name of provider	Stranton Academy Trust
Date of previous inspection	not applicable
Telephone number	01429272255

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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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