

Abbey Fields Nursery And Out Of School Care

ABBEY C OF E INFANT SCHOOL, Aston Road, Nuneaton, CV11 5EL

Inspection date	17/09/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	Not Applicable
How well the early years provision meets the needs of the range of children who attend		1
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		1

The quality and standards of the early years provision

This provision is outstanding

- Staff have the highest aspirations for each child's achievements. They use their expert knowledge to provide a rich and stimulating environment for all children. Consequently, all children make significant progress from their starting points.
- Children, parents and carers are at the centre of everything the staff and the leadership team do. This strong ethos, results in staff valuing their views and acting on what they say.
- Staff are welcoming and caring as they carefully tend to each child's individual needs and facilitate their learning throughout the day. As a result, children are extremely happy and self-motivated in this fully inclusive environment.
- The highly skilled leadership team work exceptionally well at inspiring the staff team. They have an excellent overview of the progress the children make and provide high quality supervision and a targeted programme of professional development, which continually enhances practice.
- Staff demonstrate a high level of commitment to promoting children's safety and well-being. Arrangements for safeguarding are robust, carefully managed and effective in identifying risk to children.

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 toured the premises and observed activities in the main playrooms and outside.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the provider and manager of the provision and spoke to staff throughout the inspection.
- The inspector looked at children's observation and assessment records and the planning documentation.
- The inspector checked evidence of the suitability of the staff and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Josephine Heath

Full report

Information about the setting

Abbey Fields Nursery and Out of School Care was re-registered in 2014 and is on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It operates from a porter-cabin within the grounds of Abbey Field Church of England School in Nuneaton. There are two enclosed areas available for outdoor play and the nursery has use of the school playing fields. The nursery opens Monday to Friday, all year round except for bank holidays. Sessions are from 8am to 6pm. Children attend for a variety of sessions. The nursery employs 27 staff. Of these, three hold an appropriate early years qualification at level 5, one is qualified at level 4 and 16 are qualified at level 3. The nursery also employs a cook, a cleaner and two administrative members of staff. There are currently 109 children on roll, of whom 99 are in the early years age group. The nursery serves families and children in the local community and surrounding areas. There are systems in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery receives funding for the provision of free early education for two-, three- and four-year- old children. The nursery accesses additional services offered via the children's centre.

What the setting needs to do to improve further

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

- sharpen further the focus on evaluating language acquisition for funded two-year-olds, in order to evaluate the impact of staff practice and ensure that children's already rapid progress in this area is consistently well maintained.

Inspection judgements

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

Staff have an expert knowledge of how children develop and learn. Consequently, they plan exciting activities and provide a highly dynamic range of learning experiences for children. These actively support and promote their exceptional progress across each area of learning. The educational programmes are finely balanced with a mix of child-initiated and adult-led play, which seamlessly flows between both indoors and outside. Therefore, all children are readily acquiring the desired skills, attitudes and dispositions they need for the next stage of their learning, and ultimately school. Staff are very keen to help parents to guide their children's learning at home and deploy highly successful strategies to engage them. This includes creating regular activities for home such as, 'the nursery rhyme challenge' to support early communication and language development. Consequently, children's learning needs are well known to parents and there is continuity between developing achievements at nursery and home.

The quality of teaching is outstanding as staff have the highest expectations of themselves

and the children. Staff skilfully create plentiful opportunities to extend learning in all rooms. For example, staff use play-dough in the baby room to encourage babies to explore textures and seek new experiences. Staff in the toddler room use arts and crafts to support small world play and encourage the children to make a road. The children busily engage in this large scale project with brushes and rollers, as staff work alongside them actively demonstrating the use of the tools. Staff support and facilitate activities by gently guiding children's learning and using lots of positive praise. Equally, staff in the pre-school room use highly imaginative, planned activities such as, porridge making to make links to literacy and maths. They support the children to think about the story of 'The Three Bears' by recalling the characters and key events. They also calmly encourage them to have a go at experimenting with the oats and milk. This allows them to work out for themselves the balance of ingredients needed to achieve the desired effect. This encourages children to enhance their play more independently, therefore, shaping their own learning. Staff also successfully weave adult-led learning targets into the play. This encourages children to develop new skills and actively engage in learning. Staff know their key children really well and are accurate in their assessments of their development. Staff carefully use the information they obtain from parents, and their own assessments of children's progress, to plan highly challenging and stimulating activities. They are extremely quick to identify where children may need extra support and provide well adapted activities to help children catch up.

Staff regularly complete highly accurate assessments of children's progress. This includes the progress check for children between the ages of two-and-three years. They use these to build up a very clear and detailed picture of each child's abilities and are therefore well placed to meet their individual needs. As a result, all children, including those with special educational needs and/or disabilities, make rapid progress in their learning and development in relation to their starting points. The special educational needs co-ordinator is highly experienced in supporting those children that may need additional help. Highly focused training has been completed by staff to enable support for children with communication and language difficulties and for children with behavioural difficulties. This includes the use of 'makaton' and other non-verbal communication strategies, along with small group work and one to one work. This ensures relevant and timely intervention is made to ensure all children are extremely well supported in developing effective communication skills. The nursery successfully supports two-, three- and four-year- old funded children and effectively promotes their learning and development. The all-inclusive environment ensures that all children are given the vital opportunities to access the same high-quality education and care as each other. This is because the management and staff put the children and their families at the centre of everything they do. They fully understand the importance of quality early education in setting up children's learning expectations for life.

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

The staff develop highly positive relationships with children and their parents. This supports all parties very well and helps children to feel secure in their care. Parents' comments demonstrate that they feel the nursery is welcoming and staff and management are sensitive to their individual family needs. They express that the nursery

and staff are highly supportive and provide a safe and happy environment for their children. The nursery tailors the settling-in procedures according to children's individual needs. This is because they fully understand the importance of children feeling safe and secure within the environment before they feel able to fully explore and, therefore, begin to learn. This approach fully support's children's emotional well-being.

Children follow beneficial hygiene routines because the staff fully promote these, for example, by encouraging them to routinely wash hands before eating. Children's intimate care needs are sensitively met and they are actively encouraged to manage their own self-care where appropriate. A wide variety of healthy food choices are offered to children during meal times as they have the choice to bring food from home, or have it supplied by the nursery. Staff discuss these choices with children and their parents. More recently this has included championing 'the healthy plate scheme' in an increasingly successful attempt to ensure food from home is more healthily balanced. Therefore, children are encouraged to make their own healthy choices. Overall, children's understanding of keeping themselves healthy and well is thoroughly well promoted. There are also highly clear procedures in place, discussed with parents, to support children's medical and dietary requirements. These are robustly followed by all staff to ensure children's good health and well-being at all times. Babies and children are frequently reminded about safety in the nursery, for example, they are reminded to walk in between rooms and are well supported to use larger climbing equipment safely in the garden. Children also take risks in their play. For example, babies are encouraged to explore different materials such as, play-dough and staff ensure they do not eat it. Equally, toddlers use different tools correctly for painting and digging, while pre-school children learn about the dangers of cooking by using ovens and microwaves safely. They show a mature awareness of risk as they are supported to try their food and respond 'it's hot, we have to be careful.' These different activities teach children from a young age about keeping themselves safe.

The environment is highly stimulating and wonderfully welcoming for all, with well-placed information for parents and bright displays in the environment for children. This helps both children and their parents to feel valued within the nursery, therefore supporting children's self-esteem and parents knowledge. Resources are exciting and thoroughly well suited to the ages of the children. Staff ensure they are carefully tailored to match the needs of the children in the different rooms. Therefore, children's learning is actively promoted and self-motivation is encouraged. Children's behaviour is consistently well managed. The staff positively reinforce good behaviour during activities using lots of positive encouragement and praise. They also gently remind children of why some behaviours are unwanted. For example, they skilfully intervene to help children to understand how to share toys during their play. Children's understanding of these behaviour expectations are clear as they respond promptly to staff. Equally, staff empower children from a young age to negotiate with their peers about unwanted behaviours. They encourage them to say 'no thank you' and use their hands as a non-verbal gesture to their peers. As a result, children are learning to manage their own and others unwanted behaviour. Children are emotionally well prepared for the move into other rooms with the nursery, and to local schools. The nursery carefully ensures that they acquire the right emotional skills needed to adapt to the changes ahead.

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

The leadership at this nursery is inspirational. This inspection resulted from re-registration of the nursery due to a change in governance however, the long standing environment, staff and management team largely remain unchanged. This reflects strongly in the quality of the management and resulting practice of the staff involved in the nursery. Therefore, management responsibilities are well understood and contribute to children being able to reach their highest potential. Safeguarding arrangements are highly robust and the staff place a strong emphasis on ensuring children in their care are well protected. All staff understand their role in protecting children from harm and are fully aware of how to follow correct safeguarding procedures, should they have a concern about a child or a member of staff. The nominated person and manager are designated persons and fully understand the responsibility of this role. Risk assessments are thoroughly well considered to minimise potential dangers to children and are undertaken daily. This helps to make sure that children are cared for in a safe environment. Documentation and record keeping is accurate and completed to a high standard, which helps to ensure that children's well-being is maintained.

The management monitor the educational programmes extremely efficiently. They ensure all children are making progress by recording percentage progress statistics for the children in their care. This monitoring is currently focused on the pre-school age children as they record on-entry statistics and then track them during the year. They use staffs' observations and assessments of children's development and record these onto an electronic group tracking sheet. This enables them to clearly identify where progress is being made and any areas where there might be delay for some children. This data clearly showed from the last intake of preschool children, that on entry they were on average behind the national expectations for development in the prime areas of learning. It demonstrated that the majority of these children left the nursery above or line with national expectations. This reflects the rapid progress children are making. This effective monitoring system is now being considered as a tool to provide more information about the progress made by funded two-year-olds. It has so far enabled managers to identify where progress can be improved and additional staff training has been sought. This includes ensuring the nursery has a communication and language 'champion' to more succinctly support groups of children with this need, by introducing new schemes such as, 'Time to Talk.' Therefore, there is now a need to focus sharply on evaluating the impact this has on these children's ongoing language acquisition, to ensure that changes in staff practice are having the desired, beneficial impact. The management are committed to developing the professional skills and qualifications of the staff. They successfully use supervisions and review systems to keep up-to-date with staff performance and identify areas of further training need. This fully proactive approach helps to make sure that children benefit from continually improving provision.

Self-evaluation arrangements are strong and take account of the opinions of staff, children and parents. The management clearly identify areas for improvement, which they prioritise and address through a whole team approach. This includes improving the environment, such as, creating a better garden area for younger children and babies and

building a language enrichment room. It also involves introducing new ideas such as, 'write dance,' 'funky fingers,' and 'dough gym.' This approach helps to promote particular areas of development and supports all children to make the best possible progress. Partnerships with parents are strong and contribute to children's rapid progress. Feedback from parents is positive. They comment that their children enjoy attending the nursery. Parents are able to contribute to the 'wow' boards or via social media, informing the nursery of their children's achievements or activities they would like to see. The nursery has recently sent out parent surveys and sends out regular newsletters to actively seek parental engagement. The nursery also has a well-embedded partnership with the local children's centre. They maximise this to ensure they seek the earliest possible interventions for their families. Partnerships with other professionals such as, family support workers, speech and language therapists, health visitors, local nurseries and schools are well-established and fully promote children's continuity of learning. They ensure that all their children have access to the relevant help and support services they need to make excellent progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY474477
Local authority	Warwickshire
Inspection number	966206
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	66
Number of children on roll	109
Name of provider	Abbey C.of.E Infant And Nursery Governing Body
Date of previous inspection	not applicable
Telephone number	02476386101

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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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