

Bilston Nursery School Children's Centre

Wolverhampton Street, Bilston, West Midlands, WV14 0LT

Inspection date	18/09/2014
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

- The quality of teaching is excellent. Staff deliver exceptional educational programmes, as they are extremely knowledgeable. Children make accelerated progress from their starting points, as interventions in their learning are swift. Therefore, gaps in children's learning are closed rapidly.
- The environment is sensational. Children have access to high quality resources, which they use both indoors and outdoors to learn in different ways. Children are encouraged to take risks and are confident as their well-being is promoted superbly.
- The leadership team has an uncompromised dedication to improving the outcomes of the children who attend. They are exemplary in their practice and meticulous in their self-evaluation. Therefore, they are able to provide a first class early years experience to children.
- Staff have an excellent understanding of child protection procedures. There is a strong culture of safeguarding children. Staff act promptly to keep children free from possible harm or abuse. Consequently, children are kept safe.
- Partnership working is very well embedded in all elements of practice. Staff work innovatively with a range of agencies to promote children's welfare and improve their achievements.

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 spoke with children throughout the inspection and observed activities in both rooms and the outdoor area.
- The inspector viewed all relevant documentation, including policies and procedures, safeguarding documents, self-evaluation and learning and development records.
- The inspector spoke with the staff, headteacher and manager throughout the inspection.
- The inspector carried out a joint observation with the manager to observe adult-led learning.
- The inspector checked the suitability of all those who work with children to ensure children are safeguarded appropriately.
- The inspector spoke with some parents to seek their views on the quality of the nursery.

Inspector

Scott Oliver Thomas

Full report

Information about the setting

Bilston Nursery School Children's Centre opened in 2003 and operates from a purpose built setting on the same site as the school nursery and children's centre. It is run by a board of governors. It is situated in Bilston, in the West Midlands. The premises comprises of two rooms, sensory room, toilet areas, offices and an outdoor play area, including Forest School site. It is registered on the Early Years Register. Children attend from the local area and beyond. The nursery employs 15 members of staff to work with the children. Of these, 10 hold appropriate early years qualifications at level 3 or above. The nursery opens 9am to 12noon and 12.45pm to 3.45pm, Monday to Friday, term time only. Children may attend for a variety of sessions. The nursery provides funded early education for two-year-old children. The nursery supports children with special educational needs and/or disabilities. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- extend staff's knowledge about the excellent vision of the leadership team to accelerate the future progress of the nursery even further.

Inspection judgements

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

The quality of teaching is exemplary. Staff use their expert knowledge to provide high quality experiences for all children. Teaching provides optimum challenge for children across their developmental stages. It is differentiated to meet the needs of the range of children who attend. As a result, all children's needs are met exceedingly well. Teaching is highly effective because staff use a range of vibrant resources to deliver innovative activities that inspire children. For example, adult-led learning is brought to life by the use of puppets and familiar books. Activities and experiences are vigilantly matched to the interests and next steps in all children's learning. The range of activities that are provided are excellent in supporting the different ways children learn. Staff have high expectations of children. As a result, children make outstanding progress towards the early learning goals. Children develop outstanding physical, communication and social skills, which prepares them well for their future learning. For example, staff set up activities to encourage children to sit and talk with their friends. Staff have a detailed knowledge of what children need in order to be ready for the next stage in their learning. They work exceptionally well with the school nursery to identify this by benchmarking teaching so that children are extremely well prepared for the next stage in their learning.

The learning experiences are exceptional. Staff set up activities using a fantastic range of resources to encourage children to make marks in a variety of ways using different tools

and equipment. Staff act as positive role models, demonstrating the range of ways to use the variety of tools, both indoors and outdoors. Experiences, such as this, help develop children's physical development, as they discover how to use tools and equipment in a variety of ways. Children learn how to overcome challenges that arise, through support. For example, they are given opportunities to experiment with building blocks. They remain focused on the desired outcome so, when some blocks are not big enough to build a tall tower, they do not give up. The routine allows children to come together in groups and concentrate on a particular focus. At this time children are reminded how to sit nicely. Teaching is enthusiastic during this time and staff adapt it when needed. As a result, children know how to sit together as a group and listen to what is being said and so maintain their interest for a suitable length of time.

The starting points in children's learning are quickly identified through initial observations and a robust settling-in procedure. Parents share what children can do, including their likes and interests. This information provides a platform for future learning, from which all children make outstanding progress. All parents are updated each term about their child's progress. As a result, all parents have an overview of their children's developmental stage. The progress check for children aged between two and three years is completed, providing an accurate written assessment of children's achievements and next steps in the prime areas of learning. Parents contribute to the check and staff share it with professionals, resulting in appropriate interventions being made in children's learning, as required. Learning is captured skilfully through a range of observations, including photographs and parent comments. Staff use these observations to shape future learning experiences. All children's next steps in learning are made available for parents and staff advise parents on how to support learning at home. As a result, children make outstanding progress in their all round development. Children with special educational needs are supported exceptionally well. Gaps in progress are identified without hesitation and staff work tremendously hard with parents and agencies to close gaps.

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

The key person system is extremely well embedded and understood by all staff. All children are allocated a key person when they start, which can be adjusted depending on who children form an attachment with. The arrangements of the key person system contribute to the strong bond the nursery has with parents and the community. Children and parents know who their key person is. As a result, parents feel confident in asking about their children's needs. Due to the staff team being well-established, and a strong sense of community cohesion, there is a strong bond between staff and children. Children show an obvious fondness for staff through the delight of seeing them. Children seek comfort and reassurance when they try out new activities and are confident in seeking support to manage their own personal needs, when required. Children share their imaginative ideas as they act out scenarios, such as mummies and daddies. Resources are of an exceptionally high quality and well matched to the development stages of the children who attend. Resources are accessible to children and adults have organised them well in learning areas. For example, the early writing area is well stocked with a range of materials to make marks with. Independence is promoted well throughout the routine. For

example, children choose where they want to play, pour their own water when they want a drink and manage their own health needs.

The behaviour of children is exemplary. Children play harmoniously together by sharing toys and waiting for their go, such as using the sensory room. Children are learning how to solve conflicts that arise, as staff are giving them the skills they need. Staff have a first class knowledge of how to manage behaviour, in line with behaviour management guidance. Positive rules are introduced when children start at nursery and reinforced when necessary. Staff remind those who are not following the positive rules, about what they are doing. Children feel very safe and secure at nursery, including those who have recently started. They are very comfortable in the surroundings and show great respect for the environment. Staff explain the safety rules and children take them on board quickly. For example, children learn not put their fingers in the way of the electronic door.

Children are developing a superb knowledge of why physical exercise is important. They regularly access Forest School and the large outdoor area where they are able to learn skills, such as jumping and climbing. Staff are enthusiastic during outdoor learning and emphasise its importance through skilful teaching, demonstrating the impact exercise has on their bodies. For example, children feel hot when they have been running around. Mealtimes are healthy and children are learning why it is important to eat a healthy diet. Staff discuss with children the different types of food, as children learn what is good for them. There are regular opportunities for children to access fresh air. Staff support children's understanding about the importance of hygiene. Staff model good hygiene and recall previous learning to demonstrate how to wash hands to remove all the germs.

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

The leadership team have an outstanding understanding of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, children are kept safe and their welfare is promoted exceedingly well. Safety is of the utmost priority. This is ensured through the recording of visitors and not allowing the use of mobile phones or unauthorised cameras in the nursery. Recruitment procedures are robust and the leadership team follow the safer recruitment policy. As a result, the staff employed are extremely knowledgeable and are able to fulfil their roles extremely well. All staff are checked and are safe and suitable to work with children. All staff, students and volunteers receive a detailed induction to ensure they know how the nursery operates and to comply with all requirements, including policies and procedures. Staff have access to a wide range of training, both internal and external. Training is completed on a regular basis by all staff, matched to the strengths and areas of development of the nursery. Training is disseminated well to all staff. As a result, training continually improves the quality of teaching. For example, recent in-house training has improved quality of the progress children for children aged between two and three years. All staff undertake child protection training and have a clear knowledge of local child protection procedures. All staff receive regular supervision and appraisals, which enables strengths to be shared and coaching to build on personal performance. Policies and procedures are current and cover

all relevant requirements. They are understood by all staff who are involved in reviewing them, and therefore the practice of staff is consistent.

The headteacher and senior staff have an excellent understanding of children's learning and development. The headteacher and manager have a clear understanding of what excellent quality teaching looks like, by using guidance and observing teaching in other early years settings. The leadership team monitor different aspects of the teaching and planning, including that used for children with special educational needs and/or disabilities, through observations, sampling planning and feedback. As a result, all teaching and planning is of exceptionally high quality and is consistently improving. Due to the imaginative teaching, the manager is clearly able to demonstrate, through effective monitoring, how the activities and experiences provide depth to children's learning, including how well they are matched to the needs and interests of each individual child. The progress of children is recorded through tracking documents and speech and language assessments. These provide a clear overview of the excellent progress children make from their starting points. Senior staff routinely check the accuracy of these assessments through reviewing observations and using guidance to benchmark judgements. Senior staff monitor groups of children, such as children with special educational needs and/or disabilities, and quickly identify children that are not making the expected progress to ensure gaps in learning are closing through meeting their individual needs.

Self-evaluation is extremely effective. As a result, the leadership team has continued to build on the quality of the nursery since the last inspection. Written self-evaluation, action plans and the progress children are making demonstrate how this quality has been maintained. Self-evaluation involves all children, parents, staff and the governors. There have been extensive alterations and improvements in the environment and the range of resources to support children's learning. The nursery has a clear vision for future improvement by extending the learning opportunities even further for the children. However, the leadership team need to continually share this vision with staff to ensure that future progress is accelerated even further. Partnerships are extremely successful. This is as a result of the nursery being part of the children's centre. Partners include family support workers, social workers and speech and language therapists. Partnerships are focused on improving the experiences and welfare for children. For example, the speech and language therapist visits the nursery to complete one-to-one support with children. As a result of this partnership, gaps have swiftly closed in children's learning. Parents' involvement in learning is continuing to improve, as they are being supported with the skills and confidence they need to support their child's learning at home. The board of governors is made up of a group of a range of highly skilled members of the community who contribute to the decision making of the nursery and act conscientiously to improve the quality and the outcomes for children who attend.

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	EY272903
Local authority	Wolverhampton
Inspection number	819898
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	90
Name of provider	Bilston Nursery School Children's Centre Governing Body
Date of previous inspection	not applicable
Telephone number	01902 556416

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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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