

St Peter's C of E Primary School Nursery

St. Peters C of E School, The Green, Cassington, WITNEY, Oxfordshire, OX29 4DN

Inspection date

23/09/2014

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

- The quality of teaching is very strong, as skilled staff use their secure knowledge to promote children's learning and achievements. As a result, children are making good progress in all learning areas.
- Children show developing self-care skills and independence, which helps the development towards their next steps in learning and development or the move to school.
- Staff have a good awareness of the safeguarding policies and procedures. This helps to protect children's welfare.

It is not yet outstanding because

- Staff do not fully encourage parents to share more information relating to their child's learning and ongoing progress, in order to continually maximise 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 observed children's activities indoors and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector talked with staff, some children and parents to obtain their views.
- The inspector scrutinised a ranged of relevant documentation relating to safeguarding, suitability records, policies and procedures.

Inspector

Helen Porter

Full report

Information about the setting

St Peters Church of England Primary School nursery is run by the governing body of the school and recently became part of the Eynsham partnership academy. It registered in 2014 to care for a group of two to three-year-old children within the main nursery. The nursery provides a main playroom, smaller room, kitchen, toilets and a designated, enclosed outdoor play area. They also have regular access to the developing onsite forest school. The nursery is registered on the Early Years Register and currently has 16 children on roll, on a part time basis. It provides care for two and three year old children each weekday during school term times from 8.40am until 3pm. The nursery employs five staff, all of whom hold relevant qualifications, including staff who have attained Qualified Teacher Status.

What the setting needs to do to improve further

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

- enhance partnerships with parents by sharing more information relating to each child's learning and ongoing progress, so that children's learning is continually maximised.

Inspection judgements

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

Staff have a good understanding of how children learn and they use their effective skills to promote children's learning and achievements. As a result, teaching is very strong and children are making good progress in all learning areas. Staff provide interesting resources to develop children's literacy skills. For example, a group of children shared a song bag to decide what nursery rhymes to sing. They linked objects and pictures to rhymes and then sang them together. This helps children to link pictures and print to words. Comfortable areas inside and outdoors have ample selections of books to read and share. This enables children to develop an interest in books as they sit and look through them together. Staff have high expectations for the children as they provide children with challenges, which further promote their next steps in learning before the move to school. For example, children develop further literacy skills as they learn to recognise familiar letters and sounds in their name.

Staff promote children's communication and language well as they constantly listen and hold conversations with the children. As a result, children use lots of language with adults and other children, which helps to develop their speaking and listening skills. Staff encourage children to socialise with each other during play and meal times. As a result, they share information about what they have done with their families at the weekend. This

helps to build children's social skills and confidence when talking in groups. Staff use skilful questioning to challenge children's thinking and extend their learning in all areas. For example, staff asked children how many more pasta shapes they needed to thread through the wool before it was full. Children responded with a guess and then counted the pasta shapes to see if their prediction was correct. This helps to introduce mathematical concepts to children during fun activities.

Overall, the educational programme is good. Staff implement a comprehensive assessment system which tracks children's progress and identifies their next steps in learning. When children join, staff ask parents to fill in settling forms which gathers details on children's interests and needs. Staff feed this information into future planning which helps them to settle quickly and build their security. Staff record children's achievements, monitor their progress regularly and plan the environment towards their next steps in learning. This helps to support children's individual needs and development. Staff provide parents with regular newsletters of upcoming events and suggestions for further learning at home. For example, by encouraging parents to share baby photos with children at home to support the nursery's topic on all about me. Parents share some of their children's achievements from home on wow moment slips. However, there is room to further enhance the two way flow of information towards children's progress in all areas of learning. This helps to maximise the continuity in children's learning.

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

Staff are welcoming, friendly and form close attachments to children. This helps children to settle well and feel secure. They listen perceptively and respond quickly to meet each individual's needs. Staff act as good role models, helping children to build friendships and learn positive behaviour. They encourage children to help each other during play. For example, children help others learn how to use the computer. Staff set clear boundaries and implement effective systems such as, timers for turn taking, which help children learn to share and take turns with little adult support. Consequently, children behave well.

Children show developing self-care skills such as, washing their own hands, which helps the development towards their next steps in learning and development or the move to school. They gain increasing levels of personal independence during every day routines such as, cutting up fruit at snack times. Staff use many opportunities to encourage children to try things for themselves. For example, using scissors to cut wool for an activity. They ring bells to signals changes to the children, who show strong awareness in the routines as they go to wash their own hands before snack time. This system helps to build their confidence and security as they know what's coming next. Staff leave specific activities out that children enjoy so that they can return to the activity after they have snack. This helps to aid smoother changes in the daily routine. Good hygiene is promoted well, as staff encourage children to blow their own noses and wash their hands after outside play. Staff promote children's safety well by teaching them how to keep themselves safe. For example, showing children how to cut up fruit safely. They remind children not to climb on indoor furniture and guide them to the climbing frame outside where they can climb in safety when supervised by adults.

Staff provide plenty of interesting and stimulating resources and activities to promote children's all round learning. For example, children roll balls to knock over bowling pins and staff ask them to count how many they knock down. They provide natural objects such as, pine cones and leaves for children to develop their investigative skills and explore. Staff arrange visits from local companies who bring small farm animals and mini beasts to the nursery. This helps children to learn about living things through first hand experiences. Staff provide good resources and activities outside. This helps children continue to learn in their chosen environments and have free access to fresh air and plenty of exercise. For example, children ride on bikes and cars and engage in role play as they tell each other that there is 'a lot of traffic today'. The manager is in the process of developing the onsite forest school this will be regularly available to the nursery children. Staff effectively use opportunities to explore the environment and allow children to small risks in safe surroundings such as, climbing trees.

The manager is developing links with other professionals by attending local meetings to build working relationships with local settings. This helps to form partnerships in the community to aid smoother moves between settings for children. The main garden links to the onsite foundation class garden. This helps to smooth children's move to school as they meet on site school teachers regularly and continue to see their friends who move up.

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

Staff show good awareness of the safeguarding policies and procedures. For example, they confidently state what they would do if they had a concern and who they would contact. This helps to protect children's welfare. Staff ask visitors to sign a log book and check their identity to make sure that anyone entering the building is safe to do so. This helps to protect the security of the children. Robust recruitment procedures are implemented, including rigorous vetting checks to help to make sure that staff are suitable. The manager works in partnership with the onsite school to complete comprehensive risk assessments on the whole nursery and outdoor environment, including the forest school. The risk assessments identify hazards, who is at risk and actions to take to minimise the risks. This helps to make sure that the environment is safe for the children.

The manager understands the importance of supporting the staff's professional development. She holds regular meetings to monitor children's progress and support staff to identify next steps for their learning. This helps them to work together as a team to support children's needs. The management team carry out individual one to one meetings such as, appraisals and staff supervision meetings. This provides opportunities to discuss working policies and procedures and identify training needs. Staff state that they feel well supported by the manager.

The management team effectively plan to continually improve the service they provide. Staff work in partnership with other professionals such as, early years advisory teachers to

audit the nursery and draw up action plans for future improvements. The manager implements a self-evaluation form and shares it with the staff to help them to focus on the areas of improvements identified. They clearly identify strengths and action plans to increase the quality of care and learning that they provide for children.

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 | EY476034 |
| Local authority | Oxfordshire |
| Inspection number | 967020 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 15 |
| Number of children on roll | 16 |
| Name of provider | St Peter's C of E Primary School Governing Body |
| Date of previous inspection | not applicable |
| Telephone number | 01865 880443 |

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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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