

Ashover Nursery School

AGES, Ashover Primary School, Narrowleys Lane, Ashover, CHESTERFIELD, Derbyshire, S45 0AU

Inspection date	07/10/2014
Previous inspection date	13/03/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 understand how to promote children's learning and have high expectations for their achievements. As a result, children make good progress in their learning and development.
- The key-person system supports good relationships with both children and their parents. As a result, children form secure attachments with staff and their emotional and care needs are well met.
- Staff are diligent about protecting children and ensuring their safety. As a result, children benefit from being cared for in a safe and secure environment.
- Partnerships with parents, external agencies and other providers are strong. This helps to ensure that children are given good levels of support to meet their individual needs.

It is not yet outstanding because

- Children do not always have opportunities to see and recognise the meaning of letters and words during their imaginary play, to help them develop better early reading skills.
- Staff do not always provide a range of information and communication technology equipment in order to fully support children's understanding that information can be retrieved from computers.

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 activities in the main room and the outdoor learning environment.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children and the nursery's self-evaluation form.
- The inspector conducted a joint observation with the manager and held discussions with staff.
- The inspector took account of the views of parents spoken to on the day.
- The inspector carried out a meeting with the manager to discuss how the nursery is organised and run, and viewed the policies and procedures.

Inspector

Diane Williamson

Full report

Information about the setting

Ashover Nursery School was registered in 2002 and is on the Early Years Register. It is situated in the grounds of Ashover Primary School and is a committee-run provision. The nursery serves the local area and is accessible to all children. It operates from one childcare room and an enclosed outdoor area. The nursery employs five members of childcare staff; all of whom hold relevant childcare qualifications at level 2, level 3, and level 6. The manager holds a teaching degree. The nursery opens Monday to Friday, during term time only, from 8.30am to 11.30am and 12.15pm to 3.15pm. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. There are currently 13 children on roll; all of whom are in the early years age range. The nursery receives funding for the provision of free education for three- and four-year-old children. The nursery 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:

- use simple words, signs and symbols more effectively in the role-play area, so that children can build on their recognition of letters and sounds and so begin to realise that words have meaning
- promote further the use of technology equipment to ensure children are supported to understand that information can be stored on and retrieved from computers.

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 learning and development requirements of the Early Years Foundation Stage. Children's individual learning and development needs are very well met because the quality of teaching across all areas of learning is good. For example, staff make sure children with special educational needs and/or disabilities have uninterrupted time as they concentrate on the shapes they are creating using a band stretched across a peg board. When children declare, 'I've made a square', staff challenge them to change the shape into a diamond. Children show determination as they persevere, exploring the width and size of the bands to decide which will make the shapes they want. Therefore, children's thinking skills are very well supported. Children learn about nature as they observe and paint still-life pictures of flowers. They enjoy growing strawberries in the outdoor planters. They animatedly explain what the strawberries taste like, acting out the actions of eating the 'delicious' fruit. They also show they understand what the word 'ripe' means as they accurately explain how strawberries need to change

colour, from green to red, before they are ready to be eaten. Children stretch their arms above their head as they demonstrate how tall their sunflower has grown. Therefore, children's understanding of the world is well promoted through a wide range of well-planned activities. However, some aspects of children's understanding of the world are not so effective. For example, children do not always have access to a range of information and communication technology equipment in order to support their understanding, for example, that information can be stored on and retrieved from computers. Children demonstrate good communication and language skills. For example, they confidently explain that they have put a pretend balcony in the castle they have built with the small construction bricks. Children who speak English as an additional language are encouraged to share familiar words and phrases in their home language. As a result, children are developing the skills and attitudes needed for the next stage in their learning including their move on to school. However, children do not always have opportunities to see and recognise the meaning of letters and words during their imaginary play, to help them develop better early reading skills and understand that words have meaning and a purpose.

Staff's evaluations of children's learning effectively support their development. For example, staff write short observations as children play, and use these to evaluate their learning. Any gaps in children's development are recorded on the 'next steps' board. Staff then plan relevant activities to meet the children's identified area for development and include these in the next day's learning activities. This means planning is used effectively to meet all children's needs. Staff accurately assess children's skills and understanding as they ask them to count the 'ducks' during singing time. Children volunteer to role play being a 'duck'. Staff sensitively support shy children to join in. When there are only three 'ducks', and five ducks are needed for the song, the teacher is able to assess children's mathematical understanding as she asks them, 'how many more do we need?'. As a result, good planning and teaching allows staff to assess how well children are progressing in relation to their starting points.

Partnerships with parents, to support children's learning and development, are good. For example, children excitedly put their library books in their individual drawers, declaring 'I'm going to read it with mummy'. Parents accompany children to Spanish speaking classes at the nursery, in order to support them to learn a modern foreign language alongside their children. The 'Shine Board' display encourages parents to bring photographs and artefacts of children's achievements and experiences from home. New home-nursery journals support parents to write about their children's learning and development at home. As a result, parents are effectively supported to contribute to their children's learning.

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

Staff consistently promote children's self-confidence and motivation to learn. For example, children's independence skills are supported as they confidently make choices about their preferred activities during the session. Children move with confidence between activities and the routines of the day. Staff support the children by giving them a gentle warning

when there is a change in routine. Therefore, children's attachments are very well supported and they are emotionally prepared for their next stage in learning. Staff regularly praise the children. They are very good role models as they display calm, caring relationships with each other and the children. Consequently, children demonstrate very good behaviour. Staff show children how to keep the learning environment safe and tidy. Consequently, children happily respond to the 'tidy-up' song as they help each other to put resources away at the end of each session. Children manage their own risks well as they carefully climb the stairs to the 'reading loft'. They safely ride bicycles in the outdoor area, successfully navigating the large equipment and making sure they do not bump into other children. As a result, children are safe and secure and develop a good awareness of how to act in a way that keeps themselves and others safe.

Staff form close attachments with all the children as they sensitively and consistently respond to their care needs. For example, staff record the names of children who have a nap, and check on them regularly to ensure they are safe. Staff know the children's preferred comfort needs when they are upset or unwell. They affectionately give children cuddles and reassure them. Staff sensitively support children to change their clothes if they get wet or dirty during play activities. As a result, the key-person relationships are effective in supporting children's well-being. Children are supported to develop a good understanding of the importance of looking after their bodies and choosing a healthy lifestyle. For example, at snack time, children choose from different fruits to eat and milk or water to drink. Children having packed lunches proudly and accurately explain which items are healthy. Children develop good independence skills as they self-register when they have had their snack. They confidently help themselves to tissues when they need to blow their noses. They routinely wash their hands before eating food and return their plates and cups when they have finished. Therefore, staff diligently implement the knowledge they have gained from their health and hygiene qualifications in a way that benefits the children. Children demonstrate self-awareness as they choose to relax in the purposely-planned quiet area where they can sit quietly to look at books or chat to friends. As a result, staff effectively promote children's personal, social and emotional development.

Partnerships with parents are strong. For example, parents and grandparents speak highly of the 'caring and loving staff' who create a 'calm and safe environment' for their children. Parents are supported to share information about their children's specific dietary, health and medical needs during their induction to the nursery. Parents and staff talk on a daily basis and relevant information is updated as children's needs and preferences change. As a result, partnerships with parents ensure continuity of care for all children.

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

The manager has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Children benefit from being cared for in a safe and secure environment because safeguarding is given a high priority and staff are consistent about protecting children and ensuring their well-being. Staff have attended relevant safeguarding training. Consequently, all staff have a good

knowledge of the action they need to take should they have concerns about the welfare of a child or the conduct of a member of staff. Safety is very well promoted through regular risk assessments. For example, the manager conducts daily checks of the playground for hidden dangers, such as broken glass. Monthly fire-drills are effective in getting all the children out of the building quickly and safely because all staff know their exact roles and responsibilities during the procedure. Staff have attended paediatric first-aid training and know what to do in the event of an accident or an emergency. The committee and the manager implement secure recruitment procedures. For example, all staff have been through relevant checking processes to assess their suitability to work with children, and references are gained prior to any new staff being appointed. As a result, children's welfare is very well safeguarded in this nursery.

The manager has a good understanding of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. Good monitoring procedures are in place to make sure that observations and assessments are effective in identifying any gaps in children's learning, development and progress. For example, staff compile individual learning plans for children who are achieving below expectations in specific areas of learning. Individual targets are set and support is effective in enhancing teaching to meet all children's learning and development needs. The manager plans staff training from the outcomes of appraisals and in response to the needs of the children. The manager and the deputy manager are dedicated to continuous improvement. For example, the recommendation from the last inspection, for parent partnerships to be more effective, has been very successfully met. Staff are supported to identify areas of practice which could be improved. For example, procedures for observations and assessment have been further developed to include a more focused cross-referencing to the early years outcomes guidance. This improved system is effectively implemented by all staff. As a result, the manager's monitoring makes sure that the quality of practice within the nursery is regularly adapted to children's learning and development needs.

Partnerships with external agencies and other providers are effective. For example, the manager works with the local speech therapist to successfully support children's communication and language development needs. Children are supported to be ready for their next stage in learning through the strong partnerships between the staff of the feeder primary school. For example, the reception class teachers visit the nursery to read stories. Children share play times and lunchtimes with teachers and friends before they start their new school. Parents feel their children's needs are valued as the nursery adapts its practice and teaching to meet any special educational needs and/or disabilities a child might have. As a result, partnerships are effective in improving learning and development experiences for all 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	EY243132
Local authority	Derbyshire
Inspection number	870134
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	31
Name of provider	Ashover Governors Extended Services Limited
Date of previous inspection	13/03/2012
Telephone number	07547 197085

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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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