

Weyford Infant School Nursery

Weyford County Infant School, Mill Chase Road, Bordon, Hampshire, GU35 0EP

Inspection date

Previous inspection date

14/10/2014

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 strong and, as a result, children make good progress in all learning areas.
- Staff develop children's communication and language well, helping to build their independence and confidence before their move to school.
- Staff are friendly and form close attachments to children. This helps children to settle and feel secure.
- Children behave well because staff set very clear boundaries.
- Good leadership and an established staff team result in a well organised and efficient service.

It is not yet outstanding because

- Staff share some useful information about children's progress with parents but do not regularly obtain details about their achievements at home.
- Staff do not maximise children's opportunities to develop their self-help skills during everyday activities such as meal times.

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 had a discussion with the provider and manager.
- The inspector talked with staff, some children and parents to obtain their views.
- The inspector scrutinised a range of relevant documentation relating to safeguarding, suitability records, policies and procedures.

Inspector

Helen Porter

Full report

Information about the setting

Weyford Infant School Nursery registered in 2006. It operates in a classroom within Weyford Infant School, situated in Bordon, Hampshire. The nursery sessions take place each weekday between 8:40am to 3pm, during term time only. There is an optional breakfast club which runs between 8am to 8:40am. All children have access to a secure outdoor play area. The nursery supports children who speak English as an additional language. There are currently 47 children on roll. The nursery is run by the school's head teacher, governing body and the manager. There are five qualified staff working with the children, including the manager whom is a qualified early years teacher.

What the setting needs to do to improve further

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

- Develop greater consistency in children's learning by encouraging parents to share information about their achievement's at home.
- Extend the everyday opportunities for children to refine their self-help skills.

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, because of this, the quality of teaching is strong. They provide interesting resources which help to encourage children's exploration skills. For example, during a session outside staff placed empty baskets around the garden. Children made use of these when collecting fallen leaves and conkers. This led to a lively discussion about autumn with lots of new vocabulary. Staff have high expectations for the children and plan challenges that lead them well to their next steps in learning. For example, staff extend children's interest in letters and sounds through games.

Staff skilfully promote children's communication and language. This helps to build their social skills and confidence, preparing them for their move to school. Staff effectively hold conversations with the children during play and meal times, supporting their speaking and listening skills. They help all children to communicate their interests and needs well, including those who speak English as an additional language. For example, they use picture cards which children use to communicate specific care needs, such as toileting. Picture labels around the room also help children to access resources for their own learning and play. Children begin to think critically and develop their own ideas and strategies. This is because staff use skilful questions and provide ample time for children

to think and respond with their answers.

Staff promote children's physical development well with plenty of activities and resources. They offer regular fresh air and exercise to the children by giving them free access to the garden. Staff encourage children to jump up and down in puddles and use brooms to brush the leaves around the garden. They also teach them to move their bodies to action songs, music and outdoor challenges. For example, children enjoy balancing bean bags on their heads as they walk in a line. As a result, they develop good coordination and control.

Staff have clear and effective systems to observe and monitor children's progress in the nursery and plan for their future learning. They share this information with parents but do not routinely encourage them to provide details of children's achievements at home. This does not fully support staff to provide consistency in learning between home and the nursery.

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

Staff are friendly and form close attachments to children through effective key person arrangements. This helps children to settle quickly and feel secure. Staff are prompt in meeting each individual child's needs by listening and supervising them vigilantly. Staff act as good role models, helping children to build friendships as they learn to share resources. By setting very clear boundaries, they help to promote positive behaviour. As a result, children are kind and caring to each other. In addition, staff teach children songs which consistently remind them about the nursery rules. For example, children sing along to their tidy up song as they help each other to put equipment and resources away.

Staff provide plenty of interesting and stimulating resources and activities to promote children's all round learning, inside and outdoors. This encourages children to continue learning in their preferred environments. Staff teach children how to keep themselves and others safe. For example, when throwing hoops outside, staff remind children to look up and check that no one is standing close by. They teach children the importance of following good hygiene procedures and children wash their own hands thoroughly before meal times. They discuss healthy foods that they eat, such as carrots and apple segments. This helps to promote healthy lifestyles. However, staff do not maximise children self-help skills by always involving them in the preparation of snacks and meal times.

The staff make good links with the onsite school and other provisions. They meet with new teachers to discuss children's progress and next steps in learning and development. They invite teachers and practitioners from other settings to attend the nursery to meet with children and their key person. This helps to build continuity for the children and aids a smoother move up to school.

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

Staff have a strong awareness of the safeguarding policies and procedures. For example, they confidently state what they would do if they had a concern about a child, and who they would contact. This helps to protect the welfare of the children. The management team implement robust recruitment procedures, including rigorous vetting checks to make sure that staff are suitable. They carry out comprehensive risk assessments on the whole nursery and outdoor environment. This helps to make sure that the environment is safe for the children.

Good leadership and an established staff team lead to a well organised and efficient service. The management team have a good understanding of the importance of supporting the professional development of staff. The experienced staff members act as mentors to new employees to help support and monitor their progress in their new roles and responsibilities. The management team uses regular supervision meetings to identify staff training needs and offer professional support. Additional one-to-one and group meetings between management and staff help to support the educational programme. For example, the manager helps staff to track children's progress and identify next steps for their learning. This has a good impact on children's progress.

The management team evaluate their service using information from children, parents and staff. This helps them to accurately identify their strengths and successfully focus on areas for further improvement. For example, plans to develop children's critical thinking have been achieved well. Staff develop good links with other professionals which helps them to meet children's individual needs. For example, family support advisors attend meetings with the staff and parents regularly to help support children's individual needs and learning development.

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	EY331476
Local authority	Hampshire
Inspection number	986053
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 6
Total number of places	29
Number of children on roll	47
Name of provider	Weyford Infant School Governing Body
Date of previous inspection	not applicable
Telephone number	01420 472119

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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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