

Feckenham Nursery School

Feckenham Village Hall, High Street, Feckenham, Worcestershire, B96 6HN

Inspection date

16/10/2014

Previous inspection date

22/03/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Children make good progress. Most activities provided are stimulating and challenging because staff are well informed about how children learn.
- Staff build positive relationships with children and their families by using a welcoming and friendly approach. This ensures children's emotional well-being is well supported at the nursery school.
- Staff are highly knowledgeable about safeguarding procedures and the provider has ensured all safeguarding training is kept up to date. Therefore, children are well protected from harm.
- Management effectively use on-going self evaluation, which includes the views of parents, staff, children and other professionals. This ensures children benefit from consistently good quality care and education.

It is not yet outstanding because

- Staff miss some opportunities to build further on children's already good use of tools, such as scissors and pencils. Therefore, challenge for more able children is not always fully effective in enhancing their learning in these skills.
- The manager has not yet made best use of systems for performance management, such as embedding the use of peer observations, so that staff frequently share and evaluate their teaching practice with each other as they support children to excel in their 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 toured the premises and observed activities indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector had discussions with the provider and manager of the provision and also spoke to the staff and the children.
- The inspector looked at children's observation and assessment records and the planning documentation.
- The inspector checked evidence of suitability and qualifications 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

Feckenham Nursery School opened in 2007 and is registered on the Early Years Register. It operates from Feckenham Village Hall near Redditch, Worcestershire. The setting serves the local area and has strong links with the local school. There is a play area available for outdoor play and children access the local park, playing field and allotments weekly. There are currently 30 children attending who are within the early years age range. The setting supports children with special educational needs and/or disabilities. The building is accessible via steps at the front of the building and ramp access to the side of the building. The nursery school opens five days a week during school term times. Sessions are from 9am until 4pm, Monday to Friday, with an additional option of flexible opening hours, from 8.30am until 4.30pm. Children are able to attend for a variety of sessions. The nursery school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or 3. The owner and manager of the nursery school is currently working towards a degree level qualification. The nursery school 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 the challenge for more able children participating in planned creative activities to allow them to build further on their already good use of tools, such as scissors and pencil control skills
- sharpen the focus on systems for performance management, for example, through making better use of peer observations, to share and evaluate the impact of staff's teaching practice, as they strive for children to excel in their learning.

Inspection judgements

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

On the whole, staff have a good knowledge of how children develop and learn. Consequently, they plan some challenging activities and provide an exciting range of learning experiences for children. The nursery school make good use of indoors, the outside area and the external environment, such as the local park, playing field and allotments. These experiences actively support and promote children's good progress across each area of learning. The educational programmes are balanced and broad with a mix of child-initiated and adult-led play. Staff prioritise getting children ready for school in terms of acquiring the skills, attitudes and dispositions they need for the next stage of their learning. They work with the children to embed positive social skills, promote good communication skills and enable them to understand boundaries and follow routines

throughout the day. Staff support parents to guide their children's learning at home. The strategies used are successful in ensuring that parents are sufficiently well informed and able to contribute to their children's learning. Staff know their key children really well and are accurate in their assessments of their development. They use the information they obtain from parents and their own assessments of children's progress to provide activities that support each child's learning. Staff make exceptionally good use of small group times to promote individual learning goals. They are quick to identify where children may need extra support and provide appropriate activities to help children catch up.

The quality of teaching is consistently good throughout. Staff actively support children's ideas and encourage them to shape their own learning. Children's learning is continually extended and enhanced as staff usually maximise learning opportunities during play. For example, staff use an activity where children make play dough to support them to take turns, use mathematics and experiment with textures. Staff demonstrate the activity and manage to guide it so children's mathematical knowledge can be enhanced by weighing and measuring and identifying numbers. They support children by facilitating their learning and using lots of positive praise. This encourages children to continually explore ideas and actively engage in learning. Staff use group times to encourage children to build on their current skills and capabilities. They provide support through reading stories with props, using nursery rhyme resources and playing matching games. This encourages children to enhance their existing skills, therefore extending their knowledge. Children are actively encouraged to share their ideas and build on imaginative play. For example, children use role play to combine resources and props to play 'mummies and daddies' indoors. Children confidently ask staff for what they need to develop the game. While outside, they use 'hula hoops' to play 'horses'. Staff provide support by expanding these ideas and providing more resources to develop the games further. All children are continually learning and developing through these child-led play experiences. Staff also provide weekly adult-led creative activities based around themed topics. Most children participate in these with their key person's support, and staff generally adapt these to suit each child's learning needs. However, staff sometimes miss opportunities during these planned, creative activities to build further on children's already good scissor and pencil control skills. Therefore, challenge for more able children during such activities is not fully effective in enhancing their learning in these particular skills.

Staff regularly complete assessments of children's progress. This includes the progress check for children between the ages of two and three years. They use these to pinpoint 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 good progress in their learning and development. The special educational needs co-ordinator is experienced and focused on supporting those children that may need additional help. She supports staff to identify and help children with additional needs. All staff are currently implementing better inclusive teaching strategies to support all children's learning. Therefore, relevant intervention is made for children that need it.

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

The staff develop positive relationships with children and their parents. Staff are kind, friendly and approachable, which helps children to feel secure in their care. Parents' comments demonstrate that they feel the nursery school provides a welcoming and happy environment for their children. The nursery school tailors the settling-in procedures according to children's individual needs. Parents and children attend for regular visits before they start. Staff use the opportunity to fill in All about me summaries with the parents while the children play. This is because staff fully understand the need for children to be well settled into the nursery school. The staff also fully understands that children need to feel secure before they will begin to explore and engage in learning activities. This approach fully supports children's emotional well-being.

Children's health is well promoted. Children follow good hygiene routines because the staff support and explain these, for example, by encouraging them to routinely wash hands to get rid of 'germs' after messy activities and before eating. Children's intimate care needs are sensitively met and they are fully encouraged to independently manage their own self-care where appropriate. A wide variety of healthy food choices are offered to children during snack times and the staff discuss these with children and their parents. Children bring food from home for lunch times and staff have informed parents about promoting healthy eating with their children, including making suggestions for healthy lunch boxes. Therefore, children are encouraged to understand the importance of healthy choices. Children are well supported to participate in snack times by pouring their own drinks, choosing their food and helping staff to wash up afterwards. Overall, children's understanding of keeping themselves healthy and well is effectively promoted. There are 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. Children are frequently reminded about safety in the nursery school and they are also taught to take responsibility for their own safety. For example, staff promptly remind them to be careful running outside, remind to take turns using the indoor slide and teach them road safety when out and about. Staff also enable children to take risks in their play. For example, they carefully use larger play equipment at the park, carry scissors safely and use scissors correctly when cutting. These activities teach children about keeping themselves safe.

The environment is stimulating and bright. Notice boards in the main hall provide a wealth of useful information for parents and staff. Colourful displays of children's work help children to feel part of the nursery school and valued as they actively point out what they have created to their parents. The nursery school is well resourced with a variety of toys and equipment accessible to all the children. Staff have taken care to ensure that resources are well suited to the ages of the children and are carefully matched to their needs. Therefore, children's learning is actively promoted and self-motivation encouraged. Children's behaviour is consistently well managed. The staff positively reinforce good behaviour during activities, using lots of positive encouragement and praise combined with sticker rewards for particular achievements. They also gently remind children about why some behaviour is unwanted. Staff use appropriate strategies to guide behaviour and share these with parents. The use of a well-embedded routine means that children are always aware of what comes next and visual prompts are also used to reinforce this. Children's understanding of these expectations and routines are clear as they respond quickly to staff. They are emotionally well prepared for the move to other settings and

schools. The nursery school prepares them for the change ahead and ensures that they acquire the right emotional skills needed to adapt to school.

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

Safeguarding arrangements are robust and the staff place a strong emphasis on ensuring children in their care are well protected. A secure, well-placed entrance means staff can monitor who comes in and out. Checks of the play areas are undertaken daily. This helps to make sure that children are cared for in a safe environment. 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 member of staff. The manager is a designated safeguarding person and fully understands the responsibility of this role. All documentation and record keeping is accurate, which helps to ensure that children's well-being is maintained. Recruitment procedures are robust and ensure the suitability of all staff. Newer members of staff follow thorough induction procedures. This clearly underpins their understanding of how to safeguard children within the nursery school. Staff deployment is good and ensures that children are supervised by skilled, vigilant and well-trained staff.

The management monitor the educational programmes well, and ensure all children are making progress by checking staff's observations and assessments of children's development. They have recently adapted the assessment process and are now using more supporting documents to clearly highlight children's progression from their starting points. This enables them to quickly identify where progress is being made and any areas where there might be delay for some children. The effective monitoring is consistently being improved by the management's ongoing reflection and evaluation of activities. The provider and supervisor use this to adapt and review the way the staff plan activities. This is intended to enable both managers and staff to gain confidence in planning and identifying even further where progress can be improved. Most staff are qualified with relevant early years' qualifications at varying levels. The provider readily supports staff to gain new skills and qualifications. This demonstrates that the management are committed to developing the professional skills and qualifications of the staff to raise outcomes for children. They successfully use supervision and review systems to seek staff views and assess performance. This proactive approach helps to make sure that children benefit from continually improving provision. However, the provider has not yet made best use of systems for performance management. The use of peer observations is not yet embedded in practice, for staff to be able to frequently share and evaluate their teaching with each other as they strive for children to excel in their learning.

Self-evaluation arrangements are in place 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 meeting the actions and recommendations from the last inspection. The nursery school places a high importance on continuing their strong partnerships with parents. The partnerships they have built are positive and contribute to children's good progress. Feedback from parents is highly positive and they comment that they feel their children enjoy attending the

nursery school. The nursery school sends out parent surveys and newsletters. They also make use of a website and social media tools to actively seek parental engagement. The management are continually developing partnerships with other professionals, such as the local development officer, speech and language therapists, social workers, local childminders, nurseries and schools. This ensures that all children have access to the relevant help and support services they need to be able to make good progress. Staff fully understand the importance of these relationships to fully promote children's continuity of learning.

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	EY355566
Local authority	Worcestershire
Inspection number	863405
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	30
Name of provider	The Feckenham Nursery Limited
Date of previous inspection	22/03/2011
Telephone number	07799 560 440

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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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