

The Nottingham Nursery School and Training Centre

Denman Street West, RADFORD, Nottingham, Nottinghamshire, NG7 3FL

Inspection date

Previous inspection date

11/11/2014

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

- Children are able to choose freely from an exciting range of activities and resources that cover all seven areas of learning. As a result, children are highly motivated to explore and learn in this vibrant setting.
- The quality of teaching is outstanding. Practitioners have an excellent understanding of each child's individual needs, and tailor their teaching to reflect these needs. This ensures children continue to make excellent progress.
- Children are exceptionally well safeguarded because practitioners have a very thorough knowledge of their responsibilities. This is evident through the robust practices that successfully promote children's safety and well-being.
- Children develop very strong attachments with their key persons. This encourages them to develop high levels of independence and emotional security.
- Extremely strong partnerships and other agencies have been formed. This ensures children settle quickly and that practitioners thoroughly promote their additional needs.
- Highly effective management systems, including regular supervision and training, enhance practitioner's performance. The inclusive self-evaluation process includes plans clearly targeted to bring about effective changes.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector toured the premises and outdoor area.
- The inspector held meetings with the lead practitioner of the two-year-old room and the head of the nursery school.
- The inspector observed the children during activities both indoors and outdoors. She completed joint observations with the lead practitioner.
- The inspector looked at a sample of children's records, achievement data and planning documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners working with the two-year-old children.
- The inspector took account of the views of parents spoken to on the day and from information included in written parent feedback.

Inspector

Tracy Hopkins

Full report

Information about the setting

The Nottingham Nursery School's provision for two-year-old children has operated since 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Radford area of Nottingham, Nottinghamshire. It operates from Monday to Friday, from 8am to 5pm, term-time only. Children attend for either 5 morning or 5 afternoon sessions. There are currently 32 children aged 2 on roll. The nursery school provides funded early education sessions for two-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. There are five members of staff working directly with the two-year-old children, all of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- enhance children's already excellent experiences by providing even greater opportunities for children to work in smaller groups to engage socially with each other.

Inspection judgements

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

The quality of teaching is outstanding. Practitioners have an excellent understanding and knowledge of the Early Years Foundation Stage and how children learn. Practitioners are very skilled in using questions to extend children's thinking skills to encourage communication. They know that eye contact, facial expressions and tone of voice are instrumental in developing children's early communication. Children are very active learners. Their interests are intrinsically linked to thoughtfully planned and unplanned activities. These activities very successfully capture children's curiosity, challenging them to explore and discover things for themselves. For example, the introduction of the light table has been extremely popular. Children place a range of natural objects and coloured paper onto the board to look at lights and shadows. Furthermore, children enjoy the outdoor water system, where they need to pump, pull, twist and turn objects to make the water flow. This helps to develop children's understanding of simple science concepts and how things work.

Comprehensive information about the children's development is gathered from parents when children first begin at the nursery school, and provides practitioners with a clear baseline for the children's learning. Children's progress and development is observed and monitored effectively, records are updated and shared with parents on a regular basis. Assessment and tracking of children's progress is sharply focussed and information gained

is used to develop targeted support for children. As a result, children make significant progress from their starting points. The nursery school has implemented the required progress check for children aged between two and three years very successfully, and all related documentation is in place. This is shared with parents and external agencies that are involved in children's care and learning. Consequently, parents gain a very clear picture of how their children are progressing and they are actively encouraged to be involved in their children's learning and development.

Practitioners inspire and challenge children through a diverse range of planned and unplanned play, inside and outside. They focus keenly on nurturing high levels of progress in children's communication and language, their physical development and also their social and emotional development. As a result, all children have strong foundations for their future learning and are gaining the skills and attitudes they will need for their eventual move to school. Children's independence is promoted particularly well, and from a young age they are developing skills, such as, putting on their own coats and shoes, pouring their own drinks and helping to tidy up. All children enjoy many opportunities to choose, participate and become independent in their play. As a result, children are highly motivated to explore and learn in this vibrant setting.

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

Children settle quickly and thoroughly enjoy coming to the nursery school, where practitioners provide activities they know will interest them. Children are able to move freely between areas set up for messy discovery, imaginative play and quiet zones for more gentle activities and relaxation. They are also able to access the extensive outdoor environment as they wish. This encourages them to become independent in their learning and make individual choices as they play. They can easily reach and choose between familiar toys and new challenges, secure in the knowledge that practitioners are nearby and always attentive to their needs. A highly effective key-person system ensures that children's needs continue to be met. Consequently, children are emotionally secure and extremely well-prepared for their next stage in learning.

Practitioners have an excellent understanding of supporting young children's behaviour and they have high expectations. Praise and encouragement is used to show positive behaviour and calm distraction techniques are used when the two-year-old children display challenging behaviour. As a result, children are very well-behaved and show a developing understanding of the consequences of their actions. Practitioners also share practical tips and ideas with parents to encourage a consistent and positive approach towards behaviour. Children are developing excellent social skills as they share, negotiate and take turns, although more opportunities to work in small groups would enhance this even further. All the children take part at tidy-up time. They take pride in returning resources to well-labelled shelves and cupboards, so that everyone can find them easily the next day. Every resource has its place so that children may safely reach and use everything, from books to building blocks.

Children independently access drinks and snacks during their free play. This supports

children to develop their own self-care needs and independence as they follow visual instructions to wash their hands before and after eating. With support, children pour their own drinks and begin to use cutlery appropriately. Children eat home cooked and well-balanced meals in line with the local authority schools menu. Children grow vegetables in the extensive allotment area and look after the chickens. Additionally, they have opportunities to refer to a wide range of books on healthy eating. Children develop extremely good physical skills as they enjoy copious amounts of time outdoors on large apparatus. Practitioners successfully encourage children to strengthen their muscles as they swing and climb. These activities and experiences provide children with a secure understanding of the importance of adopting healthy lifestyles.

Thorough risk assessments cover all areas of the premises, activities and resources. Excellent health and safety routines are carried out by practitioners on a daily basis, fire and evacuation procedures are practised regularly. Throughout the day practitioners constantly remind children how to keep themselves safe, such as saying, 'Don't run inside because you might fall.' In addition, children are able to take well-supervised risks as they use metal spades and forks in the allotment area as they dig and plant vegetables. As a result, children are learning about risk and keeping safe through carefully assessed activities which involve risk.

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

Children's safety is given the highest priority by everyone working in the two-year-old provision of the nursery school. Meticulous risk assessments are conducted and reviewed on all aspects of the provision. Practitioners have a strong understanding of the robust safeguarding procedures. They fully understand their role and responsibilities to make referrals if they have concerns about a child's welfare or, if allegations are made against themselves. Safeguarding policies, procedures and practice are regularly discussed in team meetings. Practitioners attend regular refresher training for health and safety. Practitioners are therefore extremely well prepared and confident to deal with any potentially demanding situations or, to respond in the event of an emergency.

A fantastic partnership between the practitioners and parents ensures key information is shared between them. Parents are informed daily about routines and the activities their children have taken part in. Parents affirm they feel very welcomed into the setting and are extremely happy with the progress their children are making. The nursery supports children with special educational needs and/or disabilities and those learning English as an additional language extremely well. Excellent systems are in place to liaise with the other providers of the Early Years Foundation Stage and external professionals, such as family support and speech and language therapists. This results in a fully shared approach to children's care and learning.

The leadership and management effectiveness in this two-year-old provision is outstanding. Leaders demonstrate a continual drive to improve the outcomes for children. Highly reflective self-evaluation is target focussed and constantly challenges all aspects of

the provision. Training offered to practitioners enhances their knowledge and understanding for their required area. For example, lead practitioners in the two-year-old provision have attended training specifically designed for working with this age group. Qualified teachers and practitioners in the two-year-old provision regularly complete observations of each other and discuss practice, so that they share good practice and their different skill sets. As a result, outcomes for children are improved as practitioners deliver high quality teaching and learning based on their strengths.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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	EY381068
Local authority	Nottingham City
Inspection number	994220
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	32
Name of provider	Nottingham Nursery School and Training Centre Governing Body
Date of previous inspection	not applicable
Telephone number	01159159090

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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