

# Kirkby on Bain Nursery

Wharf Lane, Kirkby on Bain, WOODHALL SPA, Lincs, LN10 6YW

<b>Inspection date</b>	16/12/2014
Previous inspection date	21/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 in their learning and development as they engage in a broad range of activities. Key persons know the children well and plan effectively for each individual child, based on their interests and developmental needs.
- Staff effectively safeguard the children. The environment is welcoming and safe and children feel comfortable in the nursery. Staff demonstrate a good knowledge and understanding of how to protect them and the correct procedures to follow in the event of any child protection concerns.
- Staff value the strong partnerships in place with parents and carers. There is a strong coordinated approach to sharing information through regular discussions.
- The manager demonstrates a clear vision for improvement and uses effective systems for self-evaluation to plan realistic targets to strengthen the provision.

### It is not yet outstanding because

- Staff are not consistently asking children questions that enhance their ability to think and reason through problems and so challenge their ability.

## 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 playroom and the outside learning environment.
- The inspector conducted a joint observation and a meeting with the manager.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the nursery's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector interacted with children throughout the inspection.

## Inspector

Sharon Waterfall

## Full report

### Information about the setting

Kirkby on Bain Nursery was registered in 1992 and is on the Early Years Register. It is situated in the community hall in the village of Kirkby on Bain and is committee managed. The nursery serves the local area and is accessible to all children. It operates from one main playroom and there is an enclosed area available for outdoor play. The nursery employs five members of childcare staff. All of whom hold appropriate early years qualifications, including one with an early years degree. The nursery opens Monday to Friday all year round. Sessions are from 9am until 3.15pm. Children attend for a variety of sessions. There are currently 18 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-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.

### What the setting needs to do to improve further

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

- support children to further develop their thinking and reasoning skills, for example, by consistently asking probing questions that challenge their communication and problem solving skills to their full potential.

## Inspection judgements

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

Children make good progress because the teaching is good. Staff are very experienced and skilled at following the children's own play and adapting activities to meet their needs. They also plan specific adult-led tasks to support specific areas of learning for each child, based on accurate observations and assessments. The balance of these activities is good and therefore children benefit from a broad range of play opportunities that focus on their individual learning journeys. Starting right at the beginning, staff use the information gained from parents to interest children in playing and learning at nursery. Even though the nursery is small, staff ensure the children have a wide range of activities to choose from that cover all areas of learning. Consequently, all children are making good progress relative to their starting points. The staff demonstrate a secure understanding of the progress check for children between the ages of two and three years, and carry it out at an appropriate time and share relevant information with parents.

The main strength of this nursery is the respect staff show to the children as individuals. They are encouraged to be independent thinkers and develop the skills to choose and make their own decisions. The environment is organised to enable the children to access resources for themselves and lead their own play. Staff listen, observe what children are interested in, and provide resources and opportunities to extend that interest through

play. For example, staff provide increased resources for mark making as the children want to practise writing their names. Further activities include pictures related to current children's film interests for them to colour to enable them to practise pencil control. In the main, staff skilfully question children to encourage them to reason through problems. However, there are times when questions are closed and this limits children's ability to further develop and challenge their thinking. Staff play games that specifically focus on using descriptive clues to enhance children's communication and language skills. The children have to observe their peers and give clues relating to their appearance for the others to guess. Their turn taking and patience also develop as they wait for their turn and support each other to give clues.

After snack time the children help to wash the pots. They show such interest in using the water that staff provide a clean bowl and younger children enjoy washing the dolls. Daily routines support their mathematical development. The children work out how many mats they need for all the children to sit down and count the amount they have. They weigh the dough they are pretending to make cakes from, and work out how to make the sand sticky enough to be able to mould it. The range of visitors to the nursery enhances children's understanding of the world around them and different roles people play in society. These include fire fighters, a mechanic and the post-man. The traditions and backgrounds of the children who attend the nursery are valued. Suitable resources and celebrations of different cultural festivals, support children's understanding of the diverse society they live in. The children are competent learners and engage keenly in the routines and expectations of the nursery. These skills support children in their future learning and help them to develop positive attitudes to learning in readiness for school.

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

The atmosphere in this nursery is relaxed, purposeful and fun. The children are confident and emotionally secure in the presence of a staff team that enthuses humour and patience. Staff tailor the settling-in procedures to each family's individual needs. This ensures that children begin in the nursery as confident and willing participants. Each child has a key person who observes and assess their development. The staff know their key children extremely well and adapt activities and learning opportunities to meet their individual needs. Therefore, all children make good progress, including those with special educational needs and/or disabilities.

Staff support children with skills to develop their growing independence. Children are competent at managing their personal needs relative to their ages. They help to prepare snack and wash the pots afterwards, giving them a great sense of responsibility. They are encouraged to make healthy choices at snack and mealtimes and take drinks when they feel they need them. Staff encourage outdoor play to enable the children to have fresh air and physical exercise, and the children are able to choose to play outside or inside as they wish. They use wheeled equipment, throw and catch balls and play basketball to develop their large physical skills.

The children receive good encouragement from staff to learn to share and take turns in

activities. Staff are consistent in their handling of any small conflicts and offer sensitive and timely support where necessary. Through gentle reminders, children learn to play cooperatively with their peers. Staff actively and consistently praise children for their efforts and achievements. As a result, their self-esteem grows and they are polite and caring towards one another. For example, a child informs a member of staff that another child needs a cuddle as they have hurt themselves. Children demonstrate that they know how to keep themselves safe as they remind each other that running is for outside only. Resources are stored to enable children to select and carry out self-chosen activities. This supports them to engage in purposeful play, ensuring that they have a firm base from which to build their growing independence and confidence, as they get ready for their move to school.

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

Good partnerships with families and other agencies are in place, which ensures that arrangements for safeguarding children are secure. All staff attend regular child protection training and effective policies and procedures support their work. This makes sure that children remain as safe as possible while attending the nursery. Robust procedures are in place for the recruitment of staff and the management team carry out appropriate checks on all adults to safeguard children. Induction procedures for new staff and students are thorough, which ensures they understand the regulations of the Early Years Foundation Stage. Regular supervision meetings with staff help to ensure that they continue to remain suitable for their role. Staff are deployed well at all times to supervise children, both inside and out, and are mindful of each other's whereabouts at all times. Staff effectively identify and minimise any hazards to children posed by the environment through thorough use of risk assessments.

A small, dedicated staff team work extremely closely together to provide children with a quality learning experience. Both the manager and her staff have worked in childcare and at this nursery for many years. The staff's clear knowledge of how children learn and their commitment to provide them with a good quality provision is evident in their practice. A wide range of activities is provided in each session, which are linked to the children's interests. The staff are experienced and skilful at adapting activities to meet children's individual learning needs. The manager monitors the educational programmes regularly to ensure she identifies and addresses any gaps in learning. As a result, children make good progress in their learning. Staff attend regular training and cascade new ideas to others to improve children's care and learning experiences. The manager values the input she receives from staff and uses this as part of the nursery's ongoing self-evaluation to improve practice. This means staff feel motivated to ensure all children receive the best possible start in life.

Secure relationships are in place with parents and staff value their input into their children's nursery life. Effective systems are in place to ensure parents are continually informed of their children's well-being and learning. These include verbal discussions,

newsletters, social media sites and progress consultations. Parents are warmly welcomed into the nursery and invited to regular events that support their children's time in the nursery , such as the Christmas play. Parents speak very highly of the staff and appreciate the care and attention each child receives. Staff work closely with a range of other professionals to support children and their families when there are identified additional needs. This means that children benefit from a coordinated approach to their care and development and, as a result, make good progress.

## 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

<b>Unique reference number</b>	253686
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	866779
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Kirkby on Bain Nursery Committee
<b>Date of previous inspection</b>	21/03/2012
<b>Telephone number</b>	01526 352228

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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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