

School House Private Day Nursery Ltd

Priory Road, Dodford, Bromsgrove, Worcestershire, B61 9DF

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| Inspection date | 17/12/2014 |
| Previous inspection date | 15/10/2009 |

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| The quality and standards of the early years provision | This inspection: | 1 |
| | Previous inspection: | 1 |
| 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 highly motivated and inspired by the exceptionally high quality of teaching, which supports them to make excellent progress in all areas of learning.
- Children's health and well-being are very effectively promoted and staff have extensive knowledge and understanding of safeguarding and child protection.
- Staff's use of the well written policies and procedures, and the comprehensive risk assessments, successfully ensures children's safety in all areas of the nursery and on all outings.
- Children clearly benefit from the remarkably warm, nurturing environment. Children form extremely secure attachments with staff and they develop impressive levels of confidence and self-esteem.
- Staff ensure that parents are exceptionally well informed about children's progress, and parents are actively encouraged to share information about learning at home.

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 observed activities in all play rooms and the outside learning environments.
- The inspector had conversations with the staff in each room, the deputy and assistant managers.
- The inspector held a meeting with the manager, the registered person and senior management team.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Judith Harris

Full report

Information about the setting

School House Private Day Nursery Ltd opened in 1991 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted school house in the village of Dodford, Worcestershire. It is managed by an on-site manager and is one of three nurseries owned by the registered person. The nursery serves the local and wider area and is accessible to all children. It operates from six playrooms and there are enclosed areas available for outdoor play. The nursery employs 17 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3, including one with an Early Years degree. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm and children attend for a variety of sessions. An out of school club is also provided, which runs from 7.30am until 8.30am and from 3.15pm until 6pm during school term time and 7.30am until 6pm during school holidays. There are currently 79 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children and supports 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:

- review the children's learning records to ensure that the information is always clear, so that parents are able to read their child's records independently.

Inspection judgements

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

The manager and staff team have an extensive knowledge of the Early Years Foundation Stage and a comprehensive understanding of how children learn and develop. The highly skilled and knowledgeable staff effectively use consistently high quality teaching methods. As a result, children's development is extremely well supported and children make the best possible progress in all areas of learning from their individual starting points. Staff are highly skilled practitioners, who interact exceptionally well with all children to successfully engage them in activities. They engage children at their own level of ability, to challenge them appropriately. The staff use the focused and precise assessment process, and their comprehensive knowledge of the child, to accurately identify any gaps in learning. The assessments are then very effectively used to inform individual planning to meet children's ongoing and changing needs.

Children benefit from well-planned daily routines that provide a successful balance between child-led and adult-focused activities. Staff consistently provide excellent support through their interactions, enthusiastically motivating children to be highly active learners. Children of all ages are exceptionally well supported to play, explore and discover. For

example, the babies and toddlers play in the sand tray in the garden. Staff provide close and sensitive support to ensure children can freely explore. The children clearly delight in the activity as they dig in the sand and experiment using a range of different tools. Children's communication and language skills are very effectively supported and extended. For example, staff use a very wide variety of vocabulary to describe what children are doing and how the sand feels and moves. Children show increasing confidence in mathematics, due to staff's careful use of mathematical language and concepts during a wide range of activities. To extend children's learning, the staff engage them in a cooking activity. Staff talk to the children about measuring and counting the ingredients, and they are supported to spoon the mixture in the cake cases. Children in all rooms have access to expressive art and craft resources, and staff actively encourage children be creative. Staff are exceptionally skilful in extending children's learning through children's own interests. For example, the children play in the mud kitchen where they have a wide range of pots, pans and utensils that they use with skill. Children fetch water from the water butt to mix with the earth. They are intensely focused as they research and discover. The children's physical skills are successfully supported as they turn the tap to fill their pans and carefully carry the water. The children experiment, seeing how the water moves as they transfer it from saucepans to buckets and mix in the leaves. Staff ask the children open questions and give them time to think before they answer. As a result, children are developing good thought processes and problem solving skills. The children use a very wide range of language as they talk about how their concoctions feel and what they are making with their mixtures. To extend and enhance children's understanding of the natural and wider world, staff enable them to take part in a whole nursery recycling project and provide planting and growing areas in the gardens. Throughout the nursery, children are thoroughly absorbed in learning as they explore, experiment and discover in the extensively enabling environments.

Children are grouped by age, and each environment is thoughtfully planned to provide the best possible learning opportunities for children's ages and abilities. The staff consistently make best use of all planned and spontaneous opportunities to extend children's learning. Children of all ages fully engage in independent play and develop exceptionally positive attitudes to learning. The nursery foster and promote excellent partnerships with parents to encourage learning at home. For example, pre-school children take home a star and parents are asked to complete it with examples of learning and achievement to be celebrated at nursery. Children are exceptionally well prepared for the next stage of their learning and the move to school. The nursery has excellent relationships with the local school. Children make frequent visits to the school and the teachers are invited to make visits to the children in the nursery. Staff report that children benefit from this approach as they show exceptional confidence when they transfer to school.

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

Children are happy, well settled and clearly thrive in this warm and nurturing environment. Their personal, social and emotional development are particularly well promoted by this thoughtful staff team. The staff use highly effective systems that promote careful and considerate transitions for children from home to the nursery, and as they move on at each stage through the nursery and onto school. As a result, the children feel a secure

sense of belonging and successfully develop high levels of confidence and self-esteem. Staff ensure that all personal routines for younger children are closely followed. The inclusion of children with special educational needs and/or disabilities is clearly very successful. Staff are able to promptly identify children's needs and provide individual support to children and families.

Staff support children in understanding the importance of healthy lifestyles. They work closely with parents to provide a healthy and well-balanced diet for all children. All meals and snacks are planned by the management team and freshly prepared for the nursery. Children are developing their ability to attend to their self-care needs. For example, children are encouraged to serve themselves at snack time and older children clear their own plates after lunch. Staff support children to learn about good hygiene, and effective routines are in use for children of all ages. Children are supported to assess risks for themselves, and staff reminded them to use tools and equipment with care. Children's physical development is given a very high priority and they are encouraged to be physically active. For example, pre-school children have a weekly welly walk around the village and all children engage in daily, large physical play opportunities. Children in all age groups move confidently in both the indoor and outdoor play spaces and freely choose from an exciting variety of resources. Children enjoy flexible use of the outdoor play environment, and the nursery provides wet weather clothing, so children experience outdoor play in all weathers.

The exceptionally well balanced planning extensively supports children's independence, which builds confidence and good self-esteem. Children behave well and their positive behaviour is sensitively supported by staff, who talk with the children about sharing and taking turns at a range of activities. Staff's in-depth knowledge of the children allows them to skilfully recognise and understand the children's feelings and effectively address them. Older children benefit from highly successful whole group reward schemes for positive behaviour. For example, when children have helped a friend, or used kind hands, they can put a special pebble in the jar. When the jar is full of pebbles, the whole group is allowed a special treat. As a result, children are clearly learning about working in a team and how their behaviour affects others.

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

The nursery manager and her management team clearly provide inspirational leadership for this highly motivated and committed team. The well qualified staff team have a very wide range of skills and experience. The whole company approach to safeguarding and child protection is exemplary. The manager is the designated safeguarding person for the nursery. She is further supported by the senior management team, which ensures there is always a designated person on call. Children are exceptionally well safeguarded as all staff have an exceedingly secure understanding of the procedures for protecting children. Children also benefit from the company's robust recruitment, induction and vetting procedures for employment. The management team's effective systems for staff monitoring, supervision and appraisal are fully embedded. The ongoing supervision systems accurately identify staff's professional training and development needs,

supporting and extending their already extensive knowledge and skills. The manager supports the staff team to focus on targeted training to ensure the high level of practice is constantly improved and sustained. Risk assessments are extensive and there are comprehensive annual assessments and detailed daily checks for all areas and outings. As a result, children are safe and well protected, and able to meet appropriate challenges through well-managed risks.

The manager and staff team use their wealth of experience and skills to effectively monitor the educational programmes. Consequently, staff are highly successful in ensuring that all children make exceptional progress in relation to their individual starting points. The staff team's confidence supports them to be flexible with the planning, which ensures that activities follow children's interests closely at all times. The staff have comprehensive systems to monitor and evaluate all learning, which ensures that individual plans for children's progress are always effective. A clear and comprehensive self-evaluation form has been completed, and shows a thoughtful and accurate assessment of the areas the team want to improve. Staff seek and welcome the opinions of parents in order to improve practice. The choice of resources is extensive and toys are chosen for their quality and durability as well as to meet children's needs at their different stages of development. Records, policies and procedures required for safe and efficient management of the provision are well maintained and implemented.

Partnerships between the nursery, parents and other providers are well developed. The information obtained from parents for their child's individual care and learning is comprehensive and communication between staff and parents is meticulous. The highly successful key-person system ensures that parents are kept up to date with children's ongoing development. Parents are actively encouraged to contribute to learning and development records with details of play and learning at home. The management team are now reviewing children's learning records to ensure they are free from professional language and clear for parents to read independently. Parents report that staff show an excellent commitment to promoting children's learning. These secure relationships ensure that children's needs are very quickly identified and effectively met. Staff make effective use of systems for completing the progress check for children between the ages of two and three years, which is shared with parents. The knowledgeable and committed staff team successfully support children to be exceptionally well prepared for their ongoing learning and moving on to school.

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

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| Unique reference number | 205179 |
| Local authority | Worcestershire |
| Inspection number | 854364 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 44 |
| Number of children on roll | 79 |
| Name of provider | School House Private Day Nursery Ltd |
| Date of previous inspection | 15/10/2009 |
| Telephone number | 01527 576400 |

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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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