

# Ellwood Nursery

Old School House, Bromley Road, Ellwood, Coleford, Gloucestershire, GL16 7LY



## Inspection date

24 February 2015

## Previous inspection date

29 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Children make rapid progress in their learning and development due to the highly stimulating, well planned and interesting range of activities and experiences staff provide. Staff do not always promote children's mathematical learning in the outdoor area as well as possible.
- Staff demonstrate high quality teaching skills, have very high expectations of children, and know and understand their individual learning needs. Children are highly motivated to learn in the very well-resourced and highly stimulating learning environment that captivates their interest.
- Staff establish strong relationships with children and these support children's development of independence very effectively.
- Staff provide a safe and secure environment that they use to promote children's personal understanding of how to keep themselves safe and healthy extremely well.
- The high quality of provision and care means staff provide children with excellent preparation for the next stage in their learning.
- Leaders pursue excellence in all activities and use self-evaluation systems, which involve staff, parents and children, very effectively to drive improvement.
- Leaders establish close partnerships with parents, external agencies, the host school and other early years providers to ensure children's needs are fully met. Strong links with outside agencies mean necessary support is obtained for any child who needs it.

## What the setting needs to do to improve further

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

- consider ways of providing more opportunities for children to practice their early mathematical skills in the outside area.

### Inspection activities

- The inspector held discussions with parents and took account of their views.
- The inspector spoke to the staff and children and talked about the activities undertaken, including those for mathematics.
- The inspector reviewed a sample of the nursery's documentation.
- The inspector made a number of observations of activities, including undertaking a joint observation with the proprietor, and viewed the spaces, toys, resources and equipment available for children's use, including technological equipment.
- The inspector held discussions with the proprietor and manager, which covered methods for checking children's learning and progress, how the staff work with outside professionals and methods for evaluating the quality of the provision.

### Inspector

Edgar Hastings

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Staff have a very good knowledge and understanding of children's interests. They plan a rich programme of activities to meet children's individual needs and to support their progress successfully across all learning areas. Children relish learning in the very inviting environment both indoors and outside. Resources spark children's imaginations. They eagerly investigate their environment. Staff regularly review children's progress to pinpoint their next stages in learning. They share these with parents so that learning continues at home. All staff share responsibility for planning and checking children's learning and so all know how to help each child progress. Staff support children well when they plan their own activities. This approach means children thoroughly enjoy their play. Leaders use very effective systems for tracking children's progress and identifying and addressing any gaps in their learning. The very high quality of teaching ensures children make above average progress. Children learn about letter sounds with great enthusiasm. However, staff occasionally overlook chances to encourage children to practice their early mathematical skills, such as counting, in their outdoor experiences. Nevertheless, children learn valuable skills in readiness for school.

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

Staff provide a very caring and provide a welcoming environment where children are happy and flourish. Thoughtful induction arrangements help children to settle well into the daily routines. Staff expect children to take responsibility for themselves and teach them useful independent skills, through activities and daily routines. Children use a safe environment because staff have a very good understanding of safeguarding procedures. Children demonstrate very good behaviour. They have positive attitudes that support their learning extremely well because they are eager to try things out. The excellent progress children make, and the strong partnership with the school, ensures they are prepared well for the future.

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

The proprietor ensures staff fully understand their roles and that they implement requirements to a very high standard. The proprietor places emphasis on the professional development of staff, recognising this as the way to drive up the quality of teaching. This has led to improvement in teaching and learning since the previous inspection. She uses robust systems to supervise staff performance and encourages apprentices to undertake qualifications. Staff use their new knowledge to hasten children's progress, for example in gaining early reading skills. Rigorous recruitment procedures help appoint keen individuals. A comprehensive improvement plan drives continued development of the provision.

## Setting details

<b>Unique reference number</b>	EY271719
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	847165
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Helen Elizabeth Cornock
<b>Date of previous inspection</b>	29 March 2011
<b>Telephone number</b>	01594 835624

Ellwood Nursery registered in 2003. It is set in a rural area two miles from Coleford. The nursery is in receipt of funding for free nursery places for two, three and four-year-olds. The nursery opens each weekday for 47 weeks of the year from 8.30am to 5.30pm, except on Fridays when it closes at 3pm. Before-school care is available from 8.30am to 9am from Monday to Friday, and after-school-care from 3pm to 5.30pm from Monday to Thursday. Holiday care is offered subject to availability. There are seven staff working in the nursery, The manager holds Early Years Professional Status. All but two of the other staff are suitably qualified. The nursery implements aspects of the High Scope approach to education.

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