

# Frodsham Weaver Vale Nursery School

Ship Street, FRODSHAM, WA6 7PZ



## Inspection date

Previous inspection date

21 May 2015

16 June 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
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		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching in the nursery is consistently very good. All two-year-old children make good progress from their starting points.
- The quality of teaching continuously improves because managers regularly observe practitioners and identify specific aspects of their teaching that can be further enhanced.
- Behaviour management is excellent. Children develop self-control because practitioners skilfully prompt them to think about making the right choices as they play. Children proudly move their owls from the 'behaviour tree' branches into the 'special golden nest', when being praised for being helpful and kind.
- Effective evaluation of the nursery provision has identified children's early development of communication and language skills as a priority for improvement. Practical steps are taken to promote communication during all activities. Stories feature prominently in the daily programme, so children learn that reading is informative and pleasurable.
- The well-resourced classroom and outdoor play area are exciting. This stimulates and engages the interest of all children and motivates them to play, explore and learn.
- Practitioners know what they must do, if they are concerned that a child in their care may be at risk of abuse or neglect. Children learn to be safe. For example, they know that when they carry scissors they must put their hand around the closed blades.

### It is not yet outstanding because:

- Practitioners do not always encourage parents to share information with everyone involved in their child's learning and development, such as the health visitor.

## What the setting needs to do to improve further

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

- further enhance systems for sharing information about children's progress with everyone involved in their learning, for example, by encouraging parents to share the progress check for children aged between two and three years with other professionals, such as the health visitor.

### Inspection activities

- The inspector toured the nursery and outdoor play area.
- The inspector observed activities in the classroom and outdoor play area.
- The inspector met with leaders and managers of the nursery.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a range of documents, including those used for assessment, planning and observation.
- The inspector checked evidence of the suitability and qualifications of all practitioners working with children.
- The inspector took account of the views of parents and carers, including those spoken to on the day.

### Inspector

Susan King

## Inspection findings

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

All of the nursery practitioners understand how young children learn. Two-year-old children move freely between activities. They initiate their own play for extended periods, during their time at the nursery. Practitioners skilfully question children and hold conversations with them. They challenge children to think more deeply and to develop their own ideas. Their communication and language development is effectively prioritised. Children at risk of language delay are quickly identified through accurate assessments when they start at the nursery. Practitioners know what each child needs to learn next, and they skilfully weave children's next steps into their teaching. For example, when children are working towards speaking in complete sentences, practitioners devise a new song linked to a favourite story. This helps children learn words and repeat sentences correctly. Assessment of children's progress includes examples of their learning at home. These are recorded by parents on 'wow moment' cards. Parents are helped to promote children's learning within everyday activities, such as at mealtimes and when they get dressed.

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

The key-person system is firmly established. The friendly practitioners form excellent relationships with children and their families. Everyday routines successfully promote children's independence and learning. Routines also promote the key skills that help children to move on to school. For example, children have a name card with a picture that links to their name. This promotes early literacy. The same picture is used on their coat peg, snack card and on their 'behaviour tree owl'. Children find and match their own name and picture every day. This helps young children begin to recognise letters and symbols in readiness for when they start to read. Children's confidence is enhanced because the routines are clear and they know what they must do. Their physical and emotional well-being is fully promoted. For example, highly effective partnerships with parents ensure that there is a consistent approach when young children begin to use the toilet.

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

School governors and the headteacher understand their responsibility to meet the requirements of the Early Years Foundation Stage. They challenge and support the nursery team. They regularly check that plans for improvement are implemented. The training plan is astute. It enhances the well-qualified practitioners' skills even further. Practitioners attend training about promoting children's communication and language. They work alongside a specialist speech and language practitioner who demonstrates best practice in the classroom. Managers track the progress of individual and groups of children. Practitioners share comprehensive information with parents about two-year-old children's achievements and the next steps for their child's learning. However, they do not always encourage parents to share this information with other professionals. Consequently, children's health and education progress checks are not yet fully integrated.

## Setting details

<b>Unique reference number</b>	EY385530
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	858921
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Frodsham Weaver Vale Primary School Governing Body
<b>Date of previous inspection</b>	16 June 2009
<b>Telephone number</b>	01244 981115

Frodsham Weaver Vale Nursery School was registered in 2008. It operates as part of the foundation stage provision at Frodsham Weaver Vale Primary School, and is managed by the school's governing body. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 6. The nursery opens from Monday to Friday, term time only. Sessions are from 8.45am until 3.15pm. The nursery provides funded early education for two-, three- and four-year-old children. It also supports children with special educational needs and/or disabilities. This inspection focused on the two-year-old provision.

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