

Stoborough Nursery

Stoborough School, Corfe Road, Stoborough, Wareham, Dorset, BH20 5AD



Inspection date

10 June 2015

Previous inspection date

28 November 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has failed to notify Ofsted of changes to the management committee, which is a requirement. However, staff are vigilant in helping to protect children from harm through effective supervision and confidentiality with regard to children's records. Therefore, this does not cause a significant risk to children.
- Some staff miss opportunities to promote children's thinking and understanding further when children talk with them spontaneously about their activities.

It has the following strengths

- Children are happy, settled and keen to learn. Staff provide a welcoming and stimulating environment where children's ideas are valued.
- Staff monitor children's learning effectively and plan a broad range of activities based on children's interests. Staff include parents fully in their child's learning and regularly provide ideas for extending activities at home.
- Children behave very well. Staff offer clear explanations and children respond positively when given tasks of responsibility, such as monitoring the recycling and identifying hazards.
- Effective partnerships with parents and other professionals enable staff to meet children's needs well. Parents say that their children are making good progress and are well prepared for the next stage of learning. They report that the move on to school is 'seamless'.
- Self-evaluation includes the views of staff, parents and children, and leads to continuous improvement in children's learning experiences.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the committee has a good understanding of their roles and responsibilities, with particular regard to notifying Ofsted about changes to the committee

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

- develop consistency in staff interactions with children to extend their thinking and understanding of the world further.

To meet the requirements of the Childcare Register the provider must:

- improve knowledge and understanding of the requirements to notify Ofsted about changes in people, with particular regard to members of the committee (compulsory part of the childcare register).

Inspection activities

- The inspector observed children's activities, inside and outside.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector looked at a sample of documentation, including children's progress records and the safeguarding policy.
- The inspector carried out a joint observation with the manager.
- The inspector took account of parents' views obtained in person.

Inspector

Brenda Flewitt

Inspection findings

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

Staff have a good understanding of the learning and development requirements. They provide an extensive range of resources that are arranged thoughtfully to enable children to extend their own play and learning. Staff are enthusiastic and involve children in planning activities, which motivates children to enjoy learning. Staff promote children's language skills well, introducing new vocabulary. At the inspection, children explored the textures of soil and water as they used their imaginations to create pretend food. Staff encouraged them to guess how many spoonfuls they would need to fill a pot, using words such as 'estimate' and 'prediction'. Children enjoyed moving to music, holding scarves and following instructions well to go 'high', 'low' and 'between'. Children develop good early literacy skills as they see and use written words in play and meaningful situations.

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

Children are confident and build good relationships with staff and one another. They develop a strong sense of belonging and receive regular praise from staff, which boosts their self-esteem. Staff promote healthy lifestyles well. Children learn to be independent in their self-care routines and practical tasks, which are important skills for starting school. They make choices from healthy options at snack times and learn about changes in their bodies when they exercise. Staff teach children about caring for their environment. Children understand about recycling, they tidy away equipment when they have finished using it and take turns to help identify hazards.

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

The provider is not clear about the importance of meeting requirements with regard to notifying Ofsted about changes to the committee. However, staff have a good understanding of child protection issues and the procedures to follow if they have concerns. Staff work well as a team, communicating effectively to support children's welfare and learning. They monitor children's progress successfully, identifying and addressing any gaps in their learning. Staff attend training regularly to update their knowledge and make adjustments that improve outcomes in children's learning. For example, they have introduced a method for planning activities that involves children, encouraging their thinking and valuing their ideas. Consequently, children are keen to take part in the activities and focus well. Management uses online communication to involve parents actively in their children's learning. Parents say that they appreciate the support they receive from staff with ideas to promote children's learning and development.

Setting details

Unique reference number	153468
Local authority	Dorset
Inspection number	841919
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	36
Name of provider	Stoborough Nursery Committee
Date of previous inspection	28 November 2011
Telephone number	01929 552974 or 07796 297701

Stoborough Nursery registered in 1994 and is run by a parent committee. It operates from a mobile classroom in the grounds of Stoborough First School, near Wareham, Dorset. The nursery is open from 9am to 3pm each weekday during term time. They offer a breakfast club from 8.30 to 9am. The nursery receives funding to provide free early education for children aged two, three and four years. There is a team of eight staff, most of whom hold early years qualifications at level 2 and above. The manager has Early Years Professional Status and the deputy manager has an early years degree.

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.

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