

# Elswick House Nursery School

Fisherwick Road, Lichfield, Staffordshire, WS14 9LH



## Inspection date

Previous inspection date

14 August 2015

18 September 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
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 flourish and are highly motivated by the extensive range of activities provided within the nursery and out in the local community. They are provided with an excellent educational programme, through which they can learn and develop.
- Staff are well qualified and very experienced. They demonstrate an excellent knowledge and understanding of how children learn. A wide range of teaching strategies are used to ensure all children make very good progress based on their starting points.
- Leaders and managers closely monitor children's progress and highlight any gaps in their learning. This enables staff to ensure support and intervention strategies are applied swiftly where needed.
- Children in the pre-school room develop a range of skills and knowledge in readiness for school. Staff teach children to understand rhyming words through stories and games. Children learn to link letters to sounds, recognise and write their name. As a result, these structured small-group sessions help children to develop excellent early reading and writing skills.
- Highly comprehensive recruitment procedures ensure all adults who have contact with children are suitable. Staff have an excellent understanding of how to safeguard and protect children.
- Key persons effectively support children's emotional well-being and development. Parents and staff actively share comprehensive information on a regular basis and work exceptionally well together. This results in parents successfully supporting their child's learning at home.

## What the setting needs to do to improve further

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

- extend the already successful systems used to monitor staff performance to focus more precisely on the impact of staff practice on outcomes for children.

### Inspection activities

- The inspector observed and spoke to children and staff at appropriate times throughout the inspection.
- The inspector met with the manager throughout the inspection and conducted a joint observation with the manager.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector checked evidence of the suitability of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents spoken to on the day and from written comments.

### Inspector

Dawn Robinson

## Inspection findings

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

Children are happy, settled and confident. A wealth of information is gathered from parents during a settling-in period, which includes what children know and can do. This allows staff to clearly identify starting points and plan activities based on children's individual needs and interests. Younger children's communication and language skills are developed as they sing songs and share stories. Children enjoy investigating a range of sensory boxes with different tools and materials. They explore the objects and develop their physical skills. Older children enjoy manipulating malleable materials to create models or pictures by selecting their own materials. This develops children's imagination and creativity. Children recall the ingredients they need to make cakes and learn to count. They measure and weigh as they follow a recipe. This helps develop their mathematical understanding. Children learn about space and planets as they work together to create a floor puzzle about space. Staff expertly support and extend children's knowledge and understanding. Regular visits throughout the year to local farms teach children about the changing seasons and life cycles. Staff skilfully help children who speak English as an additional language to communicate using a range of strategies.

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

Children are encouraged to be physically active every day, both indoors and outdoors. For example, they have swimming lessons, learn about yoga and play in a highly stimulating garden. Children enthusiastically gather apples, which have fallen from fruit trees, in small wheelbarrows and take them to the compost crate. Children grow fruit and vegetables in a small allotment. This helps them learn about growth, decay and changes over time. Children are taught about healthy eating as they harvest and prepare the food to eat. Healthy and nutritious meals and snacks are provided, which children serve themselves. Babies and younger children are closely monitored as they sleep in the fresh air under a canopy or inside in a cot. From a very young age, children are taught good hygiene practices. Behaviour is excellent. Children work together collaboratively, taking turns and sharing. Effective transition procedures to new rooms or settings ensure children are emotionally well prepared for their next stage in learning.

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

The manager and leadership team are enthusiastic, passionate and committed to providing children with stimulating learning experiences. Staff are well trained and use their knowledge to support each child to achieve their full potential. Regular staff supervisions and annual appraisals identify areas to further develop their practice. The manager recognises the need to further develop observations of staff practice. She intends to develop more precise and evaluative observations and link them to the impact of staff practice on children's achievements. Highly effective self-evaluation means that the quality of the setting continually improves and evolves to reflect the needs and views of children and their families.

## Setting details

<b>Unique reference number</b>	218426
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	854496
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	31
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Linden Ann Green
<b>Date of previous inspection</b>	18 September 2008
<b>Telephone number</b>	01543 432329

Elswick House Nursery School was registered in 1993. The nursery employs 13 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. In addition, four members of staff hold an appropriate qualification at level 6 and one member of staff at level 5. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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