

Serpentine Nursery School Ltd



Serpentine Nursery School, Waterdell House, 3 Burlington Road, BUXTON,
Derbyshire, SK17 9AR

Inspection date 24 September 2015
Previous inspection date 7 January 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Managers are determined and passionate about their pursuit for the highest quality of care and education for children. They support staff through a very focused plan of professional development that results in extremely effective teaching and learning.
- All aspects of the nursery are rigorously evaluated. Highly effective reviews of children's development ensure staff very quickly identify any gaps in children's achievement. Managers, staff and parents form excellent partnerships and together implement successful strategies to help them catch up.
- Teaching is consistently outstanding. Staff are highly responsive to children during activities and skilfully support them as they investigate and experiment.
- Staff's practice is underpinned by an expert knowledge of how children learn. They carefully reflect on how children enjoy learning and use this successfully to promote their next steps in development.
- Staff make high-quality observations of children. Accurate assessments are used in meticulous planning to ensure children are challenged by resources that are precisely matched to their needs.
- Staff are extremely sensitive to children. They are exceedingly skilful in building secure attachments, confidence and motivating children to learn.
- Staff gently and consistently reinforce children's very positive behaviour. Children show high levels of cooperation, respect and tolerance for others.

What the setting needs to do to improve further

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

- continue to rigorously evaluate the environment so that it further supports the youngest children to make their own connections in their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Alison Byers

Inspection findings

Effectiveness of the leadership and management is outstanding

The leaders of the nursery are very well qualified and highly effective. The impact of their rigorous and very successful drive to improve is seen throughout the nursery. Managers use their own comprehensive knowledge of teaching and learning to make sure staff receive extremely focused training and support. Staff have developed a secure and expert understanding of how children learn that ensures every interaction with children is of the highest quality. The assessments of children's learning are thoroughly reviewed by staff and managers. Specific areas of support are identified for children the nursery receives additional funding for. These children rapidly develop key communication and social skills ready for school. The arrangements for safeguarding are effective. Staff and managers build valuable partnerships with parents and other professionals. Together they create a culture of support and strive to have a positive impact on all children and their families.

Quality of teaching, learning and assessment is outstanding

Well-qualified staff demonstrate the very highest quality of teaching with children of all ages. The key strength for all staff is the time they allow for children to think and explore. During interactions with children, staff very carefully watch and listen. They use their expert knowledge to identify the most effective teaching approach to extend children's learning. Staff skilfully enhance older children's games so they actively practise counting, coordination and social skills. They share in babies' curiosity as they experience new textures and use exactly the right questions to develop problem-solving skills. Children are continuously challenged because their learning is exceptionally well planned for. Staff make thorough assessments of children's development with a sharp focus on physical and language skills. High-quality observations ensure staff understand precisely children's individual learning preferences and how to help them succeed.

Personal development, behaviour and welfare are outstanding

The secure attachments of children to their key person provide the foundation for them to flourish. Staff are extremely perceptive and understand exactly how to support individual children's emotional well-being. Children rapidly grow in confidence because staff sensitively engage them in play. Staff are superb role models for children. They use their voices gently and show respect for children's role in making their own decisions. Children show they have learnt to think about others and readily take turns. Managers continually evaluate the resources they offer. They check they are promoting an understanding of other cultures for even the youngest babies. However, there is room for even more incisive evaluations of how equipment is presented to younger children to further support their independent investigations.

Outcomes for children are outstanding

Children are highly motivated to learn and staff are eager to support them. All children make excellent progress and are exceptionally well prepared for school. Disabled children and those with special educational needs receive tailored support. Staff consider the whole child and their unique starting points when planning for rapid progress in their development.

Setting details

Unique reference number	EY347474
Local authority	Derbyshire
Inspection number	849435
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	57
Number of children on roll	90
Name of provider	Serpentine Nursery School Ltd
Date of previous inspection	7 January 2009
Telephone number	01298 26746

Serpentine Nursery School Ltd re-registered in 2008. It originally opened in 1982. The nursery employs 22 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3, one at level 7, one at level 6, three at level 4 and one with Qualified Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

