

# Nesscliffe House Nursery School

8 Longden Road, SHREWSBURY, SY3 7EY



## Inspection date

9 November 2016

Previous inspection date

22 January 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	<b>Previous inspection:</b>	Good	2
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

- Staff engage all parents exceptionally well. They develop strategies with parents to enable them to continue children's learning at home. For example, staff encourage parents to look for shapes in the environment with children. They also share phonics books to help parents teach children to link letters to sounds at home.
- Children's behaviour is impeccable. It is promoted through positive praise. Staff's high expectations for good behaviour ensure children know how to use good manners and learn to take turns. Children follow the care and share ethos of the nursery.
- The providers are dedicated to supporting children and families who need help beyond the nursery. Staff attend courses with parents to provide them with additional encouragement and support. Providers' also enable staff to attend new schools with children when they first start to promote a smooth transition to school.
- Staff teaching is motivated and enthused. They take an innovative approach to supporting children's individual learning as they plan for each child's learning needs. Children's next steps in learning are reviewed each morning which enables teaching to have an extremely strong focus on meeting children's needs on a daily basis.
- Gaps in children's learning are closed rapidly as staff work tirelessly with parents and other professionals. Staff make excellent use of additional funding they receive for children. This helps children make significant progress in their speech development and supports them to learn using their senses.
- Staff teach children how to make a difference in the local community. Children collect food for Harvest. Staff teach them about homeless people and children donate the food they have collected to the local homeless shelter.

## What the setting needs to do to improve further

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

- continue to develop the excellent monitoring in place to provide even more detailed analysis of the progress made by different groups of children.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a meeting with the providers. He looked at relevant documentation, such as self-evaluation, policies and procedures, and evidence of the suitability of all those living and working on the premises.
- The inspector had a tour of the nursery and garden. He also checked the providers' procedures for assessing risks in the environment.
- The inspector spoke with parents and took account of their views.

### Inspector

Scott Thomas-White

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The arrangements for safeguarding are effective. All staff follow robust and up-to-date safeguarding policies that reflect recent changes in safeguarding legislation. Staff work exceptionally well together. They complement each other's teaching to maximise all learning opportunities. Providers take an innovative approach to professional development. They research opportunities that help to improve children's outcomes even further. For example, they are currently working with music specialists to develop staff's knowledge and practice as they understand the positive impact music can have on children's speech development. Providers are currently working on ways to further extend their monitoring of different groups of children, in order to check even more swiftly that no group is falling behind in their learning.

### **Quality of teaching, learning and assessment is outstanding**

Learning themes are developed with children. For example, the role play post office has been enhanced using children's ideas. Staff have included scales to weigh parcels and a till to pay for postage. This promotes children's mathematical skills in everyday concepts, teaching them they will need more money to pay for heavy parcels. Staff help children excel in all areas of their development. Children use stopwatches to time how long it takes to get through a tunnel, which promotes their technology skills. Children learn effectively in groups. They come together for a daily circle time. Staff encourage children to guess the song they are going to sing by miming actions. This introduces children to the concept of miming and communicating through methods other than speech. Children also come together as a group to review their library books. They learn about their book's author and illustrator and they tell the group about the characters in their story.

### **Personal development, behaviour and welfare are outstanding**

Children's healthy lifestyles are superbly promoted. They develop excellent physical skills through weekly yoga classes and by completing obstacle courses. For example, children jump in and out of hoops and balance on stepping stones. Staff teach children how to use knives safely to prepare fruit for snack. They also teach them how to care for animals, such as checking unlit bonfires for hedgehogs. Staff help children to develop a positive attitude towards others. They show them pictures of children from different cultures and talk about the similarities they can see when they compare the pictures to themselves. Staff teach children that everyone can be a good friend.

### **Outcomes for children are outstanding**

Nearly all children leave the nursery exceeding their expected milestones. Children are able to stay on task, sit and listen and hold their thoughts in their head as they improve their concentration. Children who are due to start school are learning how to be organised, such as preparing their own clothes to change in to for yoga. Staff promote children's vivid imaginations through drama sessions. Children have excellent literacy skills. They know to start writing on the left, hold their pen correctly and can write their own address to post a letter home. They can recognise the initial sound of their name and are able to apply rhyme and alliteration to names.

## Setting details

<b>Unique reference number</b>	EY450312
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	1066103
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Janette Griffiths & Caroline Tay Partnership
<b>Registered person unique reference number</b>	RP901934
<b>Date of previous inspection</b>	22 January 2013
<b>Telephone number</b>	07531626499

Nesscliffe House Nursery School was registered in 2012. The nursery employs four members of childcare staff. All hold appropriate early years qualifications at level 2 or above, including one with a relevant early years degree. The nursery opens from Monday to Friday, term time only. Sessions are from 9am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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