

Snitterfield Nursery School Ltd



Snitterfield Nursery School, c/o Snitterfield Primary School, School Road,
Snitterfield, Stratford upon Avon, CV37 0JL

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| Inspection date | 11 January 2017 |
| Previous inspection date | 30 April 2013 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Staff observe and assess children, identifying the next steps for their development and learning. They focus on these aspects during children's self-chosen play and through planned activities in order to help them make good progress.
- The successful key-person system enhances the relationships between staff, children and their families. Children settle well and form positive attachments to staff. They happily explore their surroundings and are growing in confidence.
- Children who need additional help, including those who have special educational needs or disabilities, are supported well in this welcoming and inclusive nursery. Staff work in close partnership with other professionals to achieve a united approach to meeting children's individual needs.
- Managers and staff work closely together and sustain an atmosphere of mutual support and teamwork. Practice is carefully monitored through regular supervision meetings, peer observations and annual appraisals, helping to maintain good standards of teaching and care.

It is not yet outstanding because:

- Staff do not seek detailed enough information from parents about what children already know and can do when they start attending to help establish starting points promptly.
- Although children's individual progress is monitored effectively, managers do not yet use assessment data to look for any variations in the progress of specific groups of children and review the effectiveness of provision for these groups.

What the setting needs to do to improve further

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

- seek more detailed initial information from parents about children's skills and development in order to help with swift identification of starting points, plan precisely for their immediate learning needs and promote their rapid progress
- extend the systems for reviewing assessment data to include the progress made by specific groups of children, and use this information to aid further planning as needed.

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 manager and discussed the nursery's self-evaluation.
- The inspector spoke to two directors and held a meeting with the manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views. She spoke with the staff and children during the inspection.

Inspector

Victoria Mulholland

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff undertake regular training and fully understand their responsibility to protect children and monitor their welfare. Managers are highly qualified and dedicated. They strive to continue raising the quality of the provision. They identify aspects to enhance and successfully implement their plans in order to improve outcomes for children. For example, they are building links with the adjacent school to help smooth children's transition when they move on. They have further enriched opportunities for children to continue their learning outdoors. Parents are encouraged to express their views, and they comment that their feedback is positively received and swiftly acted on. Parents receive weekly information about children's learning and how they can continue building on this. Staff encourage them to respond with children's ongoing achievements at home, promoting a collaborative approach.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn through play and exploration. They plan activities at different levels so that they are appropriately challenging and tailored to children's varying abilities. The quality of teaching is consistently good. Staff use a range of strategies to promote children's understanding and speaking skills, including those who speak English as an additional language. For example, they use objects and gestures alongside words to support understanding and extend vocabulary. They ask questions, repeat back children's language and narrate what they are doing. Staff stimulate children's interest in stories, making use of props and puppets to help them engage and maintain attention. They model language to talk about size and shape and teach children to count. They foster imaginative play, such as in the cafe role play area.

Personal development, behaviour and welfare are good

Staff are friendly, nurturing and attentive. They are good role models for children and help them to behave well. They encourage sharing and use sand timers to help children wait for a turn. Children learn about safety and begin to manage risks, for instance, as they participate in Forest School activities. They go for walks in the local community and visit shops and parks. They learn about a variety of festivals and celebrations, helping to build on their understanding of the wider world. Staff provide healthy snacks and drinks and promote children's awareness of healthy lifestyles. Children make choices and take votes, helping to develop their understanding of democracy.

Outcomes for children are good

Children achieve in line with typical expectations for their ages. Where their development is behind that of their peers, this is identified and addressed to help the gaps close. Children show high levels of motivation as they engage in self-chosen activities. They enjoy mixing paints, using cars in paint to make tracks and drawing and making marks with chalks outside. They learn to recognise their names in print and find their own mat for snack times. Children show increasing independence in managing their personal care needs. They are developing social skills and play alongside others. Children are developing skills in readiness for the next stage in their learning, including starting school.

Setting details

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| Unique reference number | EY450987 |
| Local authority | Warwickshire |
| Inspection number | 1066148 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 28 |
| Number of children on roll | 29 |
| Name of registered person | Snitterfield Nursery School Limited |
| Registered person unique reference number | RP901931 |
| Date of previous inspection | 30 April 2013 |
| Telephone number | 01789 731974 |

Snitterfield Nursery School Ltd was re-registered in 2012. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or 6, and one has early years professional status and qualified teacher status. The nursery opens from 9am until 3pm, Monday to Friday during term time. It provides funded early education for two-, three- and four-year-old children.

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