

The School On The Green

The Cricket Pavilion, Penn Street, AMERSHAM, Buckinghamshire, HP7 0PX



Inspection date

18 January 2018

Previous inspection date

4 June 2014

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

- The well-qualified staff make regular observations and assessments of children's learning. These are used effectively to inform planning and support children's ongoing good progress. Staff regularly share children's development records with parents and work closely with other professionals.
- Staff help children to understand the importance of developing healthy lifestyles. For example, children and staff participate in dancing and exercise sessions. Children learn what happens to their bodies after physical activity and the importance of staying hydrated.
- Staff make wonderful use of the village and countryside surrounding the nursery. Children enjoy nature walks and learn about the changing seasons as they visit nearby woods. Visits to the local places in the village help children to learn about people, communities and different religions.
- Parents speak highly of the staff and appreciate the nurturing environment of the nursery. They state their children feel safe and secure, and feel the good education their children receive prepares them well for starting school.

It is not yet outstanding because:

- At times, staff provide too much direction to some of the younger children. This limits their opportunities to be actively involved in some activities.
- Staff do not always gather precise enough information from parents about children's level of development at home, to complement children's learning further.

What the setting needs to do to improve further

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

- provide further opportunities for the younger children to take a more active part in some activities
- extend ways to obtain information from parents so that more precise information is collected about children's level of development in learning at home.

Inspection activities

- The inspector observed the staff teaching and their interactions with children indoors and outdoors.
- The inspector spoke to staff and children, and held discussions with the provider.
- The inspector observed an adult-led activity with the provider and held a discussion with her about children's learning.
- The inspector looked at a sample of paperwork, including staff qualifications, suitability checks and safeguarding policies and procedures.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a robust knowledge and understanding of the signs and symptoms that may indicate concerns about children's welfare. Staff regularly complete safeguarding training and give high priority to ensuring children are safe, such as by keeping precise records of their attendance. The provider follows rigorous recruitment procedures to help ensure staff are suitable to work with children. She evaluates the effectiveness of the nursery, and staff performance is monitored through supervisory meetings and targeted professional development. Staff talk about the positive impact training has had on their understanding of how children learn and develop. For example, they have observed children's interest and progress in mathematics improve since implementing more mathematical activities into their weekly plans.

Quality of teaching, learning and assessment is good

Staff effectively identify children's starting points in learning when they start to attend the nursery. The manager and staff successfully track children's ongoing development and this helps them to close any emerging gaps in their learning. The motivated staff team organises the environment indoors and outdoors very successfully. Staff provide opportunities for children to make independent choices and initiate their own play. For example, when children show an interest in space, they work together to transform the role-play area into a space ship. Staff plan further activities to develop children's knowledge, such as by making lava lamps. Children are intrigued to see what happens when the different liquids mix together. They delight in watching the bubbles move up and down their lamps.

Personal development, behaviour and welfare are good

Children show high levels of independence and develop good self-care skills. Staff encourage children to complete tasks for themselves, such as at snack times and when using the bathroom. Children have many opportunities to be outdoors. They practise their good physical skills, for example, as they ride around in toy cars and climb. Staff make sure children learn how to stay warm on cold days. They encourage them to wear appropriate clothing and to be active. Children are highly sociable. They introduce themselves confidently to visitors. They talk about what they like to do at nursery, for example, messy activities. Children enjoy taking teddy bears home for the weekend, and staff teach children about the differences in their families and experiences at home.

Outcomes for children are good

Children are developing good early literacy skills. They are learning how to begin to write, for example, by using their hands to make marks in paint and using water for mark making outdoors. Children enjoy looking at books independently and sharing stories with adults. They develop a good understanding of mathematical concepts, such as space and shape when completing puzzles. Children are developing into independent learners and are well prepared for their next stages of learning and ultimately for school.

Setting details

Unique reference number	EY385715
Local authority	Buckinghamshire
Inspection number	1068914
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	22
Name of registered person	The School On The Green Limited
Registered person unique reference number	RP535324
Date of previous inspection	4 June 2014
Telephone number	01494715518

The School On The Green registered in 2008. The nursery is open each weekday during term time from 9am to 3pm. There are five members of staff, all of whom hold appropriate early years qualifications at level 2 or above. The nursery receives funding for the provision of early education for two-, three- and four-year-old children.

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