

Reepham Nursery School

Stimpsons Piece, Station Road, NORWICH NR10 4LL



Inspection date

11 December 2018

Previous inspection date

24 November 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- Sometimes, staff do not use information from their assessments of children's learning to implement precisely targeted interventions to address any emerging gaps in children's learning.
- The quality of teaching and the support for staff's continuing professional development is variable. The manager does not support all staff to access training and development opportunities to help them to address areas where they lack confidence and skills.
- Staff's planning for children's learning is not sharply focused on what individual children need to learn next. They do not plan consistently challenging learning opportunities for children in all areas of learning.

It has the following strengths

- Staff are vigilant and supervise children closely. They act promptly to help children to resolve disagreements. Older children learn to negotiate taking turns with their peers.
- Children play cooperatively together. Outdoors, they build with different shaped blocks and are confident to make suggestions to keep play going.
- Children respond to staff's instructions, such as when it is time to tidy away resources. They diligently complete the task and move on to another activity where they are quickly ready to learn.
- Staff encourage children to be independent. Older children capably dress themselves to go outdoors. Younger children find their belongings and are supported by staff to put on their outdoor clothing.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
use information from assessments of children's development and swiftly address any emerging gaps in their learning to support their continued progress	11/03/2019
improve the performance management of staff and provide them with targeted support, coaching and training to help them to raise the quality of their teaching practice	11/03/2019
improve staff's planning for children's learning so that children experience consistently challenging opportunities, which are targeted to their individual needs, in all areas of learning.	11/03/2019

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery school manager.
- The inspector held a meeting with the nursery school manager and held a telephone discussion with the nominated person of the management committee. She looked at relevant documentation and evidence of the suitability of staff working in the nursery school.
- The inspector spoke with several parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of leadership and management requires improvement

The manager provides some opportunities for staff to reflect on their practice. Some staff in senior roles access training relevant to their specialist role. However, where other staff identify weaker areas of their teaching practice, such as in supporting the learning of younger children, they do not receive targeted support or training to raise their confidence and skills. Teaching lacks consistency for all children. Safeguarding is effective. Staff understand their responsibility to report any concerns they have about children's welfare. The manager keeps up to date with current reporting procedures to ensure that information is passed on quickly and to the appropriate professionals. The management committee ensures that safe recruitment procedures are followed so that only those deemed suitable to work with children do so.

Quality of teaching, learning and assessment requires improvement

Staff complete assessments of children's learning. However, where they identify areas where children need additional support they do not take prompt action. Those children with delays in their speech do not benefit from immediate and targeted learning opportunities. Children enjoy the opportunities that staff provide for them. Outdoors, children engage well in a building activity. Staff join in their play and introduce mathematical language. Children use a tape measure to measure how high their building is. Children access additional resources to enhance their play experiences. However, at other times, some learning opportunities do not sufficiently challenge children and they engage in less purposeful play. Staff's plans for children's learning do not focus precisely on how they can extend children's development in all areas. Sometimes, staff engage with children for a short period and then leave. Children do not benefit from staff's consistent interaction and support.

Personal development, behaviour and welfare require improvement

Parents comment that children enjoy their time in the nursery and settle well. Parents value the information that staff share with them. Children develop secure attachments to staff. They are keen to show staff their achievements and involve them in their play. Staff respond well to children's changing needs and swiftly intervene when children need additional emotional support, such as to help them to negotiate sharing resources with others. Children are confident to choose what they want to do. Staff sit with children as they share a book together and encourage them to take turns to point to the pictures. Staff support children to adopt healthy lifestyles. They talk to children about the importance of following good hygiene procedures and provide them with a healthy snack to eat. Children have regular opportunities to play actively in the fresh air to promote their physical well-being.

Outcomes for children require improvement

Some children progress well, whereas other children learn basic skills and are not as well prepared as others for the next stage in their learning. Children develop good social skills and are enthusiastic learners. However, where emerging gaps are evident in some children's learning, weaknesses in planning and teaching mean that those gaps do not close rapidly.

Setting details

Unique reference number	404977
Local authority	Norfolk
Inspection number	10064981
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	34
Name of registered person	Reepham Nursery School Committee
Registered person unique reference number	RP521142
Date of previous inspection	24 November 2015
Telephone number	01603871586

Reepham Nursery School registered in 1974. The nursery school employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The nursery school opens from Monday to Thursday during term time. Sessions are from 9.30am until 3.30pm on Monday, Tuesday and Thursday and from 9.30am until 12.30pm on Wednesday. The nursery school 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.

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