

Inspection of Reepham Nursery School

Stimpsons Piece, Station Road, NORWICH NR10 4LL

Inspection date: 8 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The members of the staff team have a broad range of experience and many have worked in the setting for a number of years. Since the previous inspection, the enthusiastic and well-qualified supervisor has led her team to make number of improvements to support children's learning. They have created a rich, inviting environment, inside and outside, which provides a familiar learning space for the youngest children, and appropriate challenge for most-able children. Staff know the children very well and understand their individual interests and learning styles.

Staff make regular assessments of children's achievements and use the information they obtain to plan challenging activities. Children move their bodies when pretending to be an autumn leaf and shake their instrument when singing songs. They use tools such as scissors and rolling pins with confidence, and explore the properties of mud, sand and water during play.

Children have developed strong bonds with their key person and demonstrate that they feel emotionally secure. When children arrive at the nursery school, even the youngest children separate from parents confidently. Overall, children behave well as staff use effective strategies and tools, such as different-sized egg timers, to help children learn to negotiate and take turns.

What does the early years setting do well and what does it need to do better?

- All children have good opportunities to freely experiment and create. They learn about cause and effect as they explore what happens when they mix different-coloured paint together. Staff make good use of impromptu learning opportunities to pose questions. They join in with role play when children make a bus out of plastic crates and lie on their back, with the children, examining how the clouds move across the sky.
- Staff focus on ways to help children acquire new language. They provide ongoing commentary as children play, engage in conversations and give them time to think before responding. Staff read stories upon request and use props effectively to capture children's interest. Children are learning to listen. They join in with familiar refrains, speculating about what happens next.
- Children who are slower to develop speaking skills benefit from strong support. Staff identify gaps in learning early on and use a range of effective strategies to support all children to achieve, regardless of their starting points.
- The supervisor embeds learning as she talks about the seasons and harvest time. She talks about the difference between vegetables, such as the onions and turnips, which she has in her basket. Later, children show real pride when they harvest carrots from the vegetable patch.
- Staff use positive praise to build children's self-esteem and help children as they

learn practical life skills, such as serving themselves healthy foods at snack time, tidying away toys and putting on their coats before playing outside.

- The supervisor uses repetitive themes to consolidate children's learning. She captures children's interest as she talks about the day of the week and skilfully introduces concepts such as 'left' and 'right' when singing the familiar welcome song. Staff introduce simple phonics when sounding out children's names. However, during some adult-led group times, staff do not maximise on opportunities to capture and maintain children's interests or role model behaviours to extend learning and speaking to the highest level.
- Staff receive regular supervision. All staff have completed mandatory training. Some staff have attended additional training, such as 'using loose parts'. They have used the knowledge gained to introduce natural and man-made items to encourage children to use their imaginations more creatively. There are plans to offer staff further coaching and training, including peer-on-peer observations, but these have yet to be embedded.
- Staff engage well with parents. Parents speak highly of the nursery school and comment favourably on the improvements made since the previous inspection. The staff team has plans to improve partnership working with parents further in order to more swiftly narrow gaps in learning, but plans have yet to be implemented effectively.

Safeguarding

The arrangements for safeguarding are effective.

The supervisor and staff have a good understanding of their responsibility to keep children safe. Staff are appropriately trained in child protection procedures and paediatric first aid. They have a secure knowledge of wider safeguarding issues and know the procedures to follow should they have any safeguarding concerns. The premises are safe and secure. The committee members understand their roles and responsibilities and oversee practice. Robust recruitment procedures ensure all those working with children are suitable and there are effective systems in place to review the ongoing suitability of staff. All this helps to keep children safe from harm.

What does the setting need to do to improve?

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

- implement plans to offer further continued professional development opportunities to the staff and enhance the quality of teaching to a higher level, with a particular focus on adult-led group activities and mealtimes
- embed plans to further improve partnership working with parents in order to provide the best support for children to reach their full potential and to swiftly narrow gaps in their learning.

Setting details

Unique reference number	404977
Local authority	Norfolk
Inspection number	10090747
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	26
Number of children on roll	32
Name of registered person	Reepham Nursery School Committee
Registered person unique reference number	RP521142
Telephone number	01603871586
Date of previous inspection	11 December 2018

Information about this early years setting

Reepham Nursery School registered in 1974. The nursery school employs five members of childcare staff, all of whom hold early years qualifications at level 2 or above. The supervisor has an early years teaching qualification. The nursery school is open from Monday to Friday during term time only. Sessions are from 9.30am to 12.30pm on Monday, Wednesday and Friday, and from 9.30am to 3.30pm on Tuesday and Thursday. The nursery school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Pointer

Inspection activities

- The inspector completed a learning walk with the supervisor and discussed how the early years provision and curriculum are organised.
- The inspector observed the learning environment, inside and outside, and interactions between the staff and the children.
- The inspector carried out a joint observation of a specific activity with the supervisor.
- The inspector spoke to the supervisor, staff, a committee representative and the children during the inspection.
- The inspector held a meeting with the supervisor and looked at a sample of relevant documents, including evidence of staff's suitability checks and qualifications.
- The inspector spoke to a number of parents during the inspection and took account of their views.

We carried out this inspection 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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