

Old School House Nursery

The Old School House, School Road, Helmingham, STOWMARKET, Suffolk, IP14 6EX

Inspection date	06/10/2014
Previous inspection date	24/09/2008

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Leadership and management are outstanding. The relentless drive for improvement means that children are given the best possible start to their education. Staff are enthusiastic and highly motivated, supported through a rigorous programme of professional development.
- Children make excellent progress in their learning and development because of the high-quality adult support. Staff skilfully use excellent teaching techniques, such as open-ended questioning and modelling language.
- Children's behaviour is exemplary. They form very good relationships with staff and with each other. This means that the atmosphere is calm and supportive for all children.
- Partnerships with parents and other professionals are highly effective. There are excellent communication systems in place to ensure that information regarding children's learning is supported effectively, as staff seek timely intervention for individual children, where necessary.
- Staff receive regular safeguarding training. They demonstrate a very secure understanding of the procedures to follow in the event of a concern with regard to a child's welfare. As a result, children's safety is exceptionally well promoted at all times.

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Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector looked at children's assessment records and planning documentation progress tracking data and a range of other documentation.
- The inspector observed activities in the indoor and outdoor areas.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the provision.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Kerr Cobbett

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Full report**Information about the setting**

The Old School House Nursery was registered in 1996 and is on the Early Years Register. A management committee oversees the running of the setting. It operates from four ground floor rooms in a converted Victorian school house, adjacent to Helmingham Primary School. It is open each weekday, from 9am until 3pm, during term time only. Children have access to a covered hard standing area and an enclosed garden area for outside play. There are currently 19 children on roll. The setting receives funding for the provision of free early education for three- and four-year-old children. The setting serves the immediate and surrounding local area. It supports children with special educational needs. There are seven members of staff employed, six of whom hold appropriate early years qualifications. The manager holds Early Years Professional status.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- enhance the already excellent opportunities for communication and language by developing the quiet area to provide a language rich environment, which encourages early literacy skills.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

Children are consistently displaying the characteristics of effective learning because of the outstanding teaching which is taking place; this is consistent throughout the nursery. For example, children are supported to learn about shape and letter recognition through effective open ended questioning, which promotes critical thinking. The children thoroughly enjoy the use of the outside area, which is effectively used to cover the seven areas of learning. The wide range of resources available are extremely well thought out to meet the needs of individuals. Children are completely focused during the morning circle time and throughout a number of carefully selected adult-led activities. This is because the staff are excellent, enthusiastic role models and demonstrate effective teaching skills which engage children. Children are being supported with transitions on to school and, in particular, their literacy needs are thoughtfully threaded through daily routines. For example, children show excitement and pride when they think of a word that begins with the current letter of the week. Children are highly motivated to try new activities that involve the wider community. For example, they participate in creative activities as part of a local art exhibition. Children are confident to make their own contributions to their learning and the staff follow their lead using their expert knowledge to steer activities into valuable learning opportunities. Children's favourite stories, such as The Gingerbread Man,

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have been used to effectively combine the children's involvement in an art exhibition as well as developing their communication and language skills. As a result of the sharp and focused planning across the whole setting, children are making very rapid progress, given their individual starting points.

Children are acquiring the skills and dispositions they need to be ready for the next stage in learning, with a very clear focus on the three prime areas of learning. The children use their imagination, revelling in role play, and are effectively supported to discuss their feelings and own ideas. The staff are enthusiastic, encouraging the children to have a go at activities and develop in confidence. Staff acknowledge the feelings and ideas of all the individuals. A child seeks comfort with a member of staff, who sensitively supports the child by reading a story in the quiet area. This allows the child the time and space to feel happy and confident to return to play when ready. This underpins the staff's excellent knowledge in supporting personal, social and emotional development. As a result of the excellent planning, children's communication and language skills are developing rapidly. The quiet room is used effectively by staff to meet the needs of individuals and is often the place where stories and one-to-one conversations take place. Management have identified this as an area that is used as a corridor at times to the garden area and have started to look at ways in which this could be developed to further promote communication and language, through the displaying of more words and pictures. The staff have a sound knowledge of their individual key children, which is shared through highly effective communication methods, to ensure that individuals are always being planned for. The setting gathers information about the individuals through starting points which has recently been reviewed and evaluated. This ensures they follow children's avid interests and become intently aware of their likes and dislikes. Parents are fully aware of the achievement records and use this, alongside other opportunities, such as parent questionnaires, to be involved in their child's learning. The progress check for children between the ages of two and three years is completed and shared with parents in the progress records. The setting develops plans to meet the needs of individuals and uses play as a powerful tool to help children achieve their goals. Staff have an excellent knowledge of children's development and strive to support them, engaging with parents and other professionals. Staff very effectively support children's transitions to school through visual aids, such as pictorial books of their new setting, and through settling in sessions over a period of time, into the school environment. Parents comment that the transitions are extremely important and believe that the setting has very effective procedures in place. In the outside area, children have access to a wide range of activities that promote their physical development, such developing large muscles and coordination skills through using larger apparatus. The enclosed grass area has a wide range of resources including climbing apparatus and sloping hills for children to navigate around.

The setting's assessment procedures are rigorous and the management team have ensured that the partnerships with professionals and other agencies are robust. There is a named special educational needs coordinator and many of the staff have attended training relevant to their key children, to continually develop the outstanding practice. Children's development is well documented and shows the progression for individuals in the setting, given any different starting points. The setting has a excellent level of experience in supporting children with special educational needs and/or disabilities. The management are highly motivated and have built excellent partnerships with parents to support learning

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and development in the home, as well as the setting. Management and staff understand the importance of early intervention and the benefit of a shared learning approach with parents. The setting has also developed its facilities to maximise the learning potential for all children in the setting by working in partnership with parents. Extra activities, such as French lessons, ensure that there is a wide range of opportunities available. The astute training programme, and well-documented development in children's progress, demonstrate the setting's high expectations of themselves and of the children who attend.

The contribution of the early years provision to the well-being of children

Staff are highly skilled and sensitive in ensuring children form secure emotional attachments. The very effective key-person system, and the outstanding partnerships with parents, allows children to feel safe and secure. For example, children who have comfort blankets, or toys, are supported during lunch time through effective, intuitive support. Staff talk about feelings with children, which allows them to express their own thoughts and ideas. Children exude confidence. Staff are fully aware of children's keen interests and use these routine times to capture learning opportunities. This is exceedingly well organised and children demonstrate how confident they are by leading the conversations with adults. For example, during lunch time one child explains his knowledge of anatomy. Staff are fully aware of children's keen interests and use these routine times to capture learning opportunities. This is exceedingly well organised and children demonstrate how confident they are by leading the conversations with adults. Children also demonstrate the fantastic relationships they have built with each other and show how they have respect for one another's feelings. Children are developing the self-control, confidence and social skills they need for the next stage in their learning such as school because of these carefully planned opportunities.

The educational programmes ensures children can manage risk according to their stage of development which is having a direct impact on how very confident the children are. During the inspection, a routine fire drill was carried out. Children responded in a confident and calm manner. The exercise is not only used to ensure children are aware of safety procedures, but as a valuable learning experience, counting how many children and adults are present. The children have many opportunities to explore outside, where there is climbing apparatus and areas which support a variety of opportunities to be active and enjoy exercise outdoors. Children are highly motivated and develop their understanding of the world, which is reflected through colourful displays of previous activities. The care rooms are carefully segmented so that children have the space to work in small groups depending on individual needs. Adult-planned activities include festivals, which celebrate diversity within the setting. The consistently positive support systems, which the setting has fostered, are ensuring that all the children who are experiencing transitions, are exceptionally well prepared for them because the educational programmes and strong partnerships are ensuring children are constantly challenged and stimulated.

The staff support children to understand the importance of adopting a healthy lifestyle and how to keep themselves safe. Children are always encouraged to wash their hands before meal times, although many children do this with little need for any prompting. There is a

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healthy variety of snacks and the routine for this occasion fully supports children's growing independence. They pour their own drinks, and adults sit with the children at all times, to promote social skills. A nutritious lunch is provided as an alternative to packed lunches, which some families prefer. Staff encourage healthy options with parents to promote children's awareness of healthy choices. The children freely explore the garden area, which is available for each room, and have a wide range of opportunities which are encouraging healthy lifestyles. For example, children are aware of appropriate clothing to wear when preparing for outdoor play in all weathers. Staff observe children's emotional behaviour when outdoors and understand the importance for children who need to be physically active. As a result of children being wholly engaged in meaningful and challenging play, children's demonstrate exemplary behaviour.

The effectiveness of the leadership and management of the early years provision

The nursery staff have an excellent understanding of their responsibility to safeguard children. They are confident in their roles and responsibilities with regard to protecting children and are aware of following the clear safeguarding policy and procedures. The management show their commitment to safeguarding and welfare requirements by effectively reviewing their current procedures during planned meetings with the committee and staff. Rigorous risk assessments are conducted daily to ensure that children are safe both on and off the premises. There is an effective recruitment procedure which has been reviewed and updated as part of the setting's self-evaluation process. Induction prompts are displayed so that all staff play an active role when a new employee starts. Training is held as a high priority by the committee. All the staff have attended safeguarding and first-aid training to ensure that there are rigorous procedures in place to keep children safe.

The setting has a relentless drive for improvement with a thorough improvement plan for self-evaluation, which is a working document. It is used to review the setting and ensure it is constantly improving. The committee has developed an excellent supervision and appraisal procedure. There is evidence of how effective this is in practice because staff are happy and enthusiastic within their role. The management's dedication and commitment to improve is inspiring. This is documented comprehensively and includes the astute training programmes for all staff. The setting is able to identify the high levels of achievement that children have made through their approach and fully understand the impact that effective teaching has on children's development. The documents used to record children's progress have been reviewed and developed so that data can be analysed to identify any areas across the whole setting that need to be developed.

Excellent partnerships, with both parents and outside agencies, are fully embedded in everyday practice. Parents are highly appreciative of the service the setting provides. Those spoken to on the day of inspection, were unanimous in their praise, particularly for the excellent communication and for the quality of care and attention that they and their children receive from the friendly, supportive staff. Parents' feedback is sought, welcomed, and acted upon within the setting's rigorous and ongoing self reflection. They review

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aspects such as opening times and days to ensure they are meeting the needs of the children and families who attend. Parents are fully aware and alert to their children's progress, which means they are very involved in supporting their children's learning at home.

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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

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Inspection

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.

Setting details

Unique reference number	251779
Local authority	Suffolk
Inspection number	854791
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	19
Name of provider	The Old School House Nursery Committee
Date of previous inspection	24/09/2008
Telephone number	01473890950

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

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and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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