

William Gladstone Childcare

William Gladstone Church Of England Primary School, Holden Crescent, Newark, Nottinghamshire, NG24 4HU

Inspection date	17/06/2013
Previous inspection date	08/05/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- An effective key person system promotes children's sense of security and helps them to form strong emotional attachments and bonds. Staff are kind, caring and interested in what children say and do.
- Children make good progress, their development is well monitored and their next steps in learning are accurately identified and planned for.
- The partnership with parents and outside agencies is effectively managed as staff are skilled in sharing relevant information regarding child development, ensuring that children's needs are met.
- The management team are committed to the continuous development of the provision, using a clear system of self-evaluation to secure improvements in all areas. This creates a dedicated, motivated staff team, where everyone works together to ensure children benefit from a continually improving provision.

It is not yet outstanding because

- There is scope to improve how the information gathered from parents at the start of children's placements is used to inform tracking of children's progress more effectively.
- Freely accessible real life resources, which are familiar to children, are not always provided to fully extend their rich and imaginative play.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities in the main playroom, baby room and outdoor area.
- The inspector held a meeting with members of the management team and spoke at appropriate times to staff throughout the sessions.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day of the inspection.

Inspector

Carly Mooney

Full Report

Information about the setting

William Gladstone Childcare was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is part of William Gladstone Church Of England Primary School, Newark, Nottinghamshire. It is one of a number of provisions run by the Pre-School Learning Alliance. It is situated in single storey premises and has an enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children.

The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The setting opens Monday to Friday, all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 62 children attending, who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children, who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance existing systems to better monitor and track children's progress by further developing how initial information gathered from parents is used to inform this process

- enhance children's learning experiences further by providing them with a variety of familiar resources reflecting everyday life, such as real kitchen items and food packaging, to extend their imaginative play.

Inspection judgements

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

Staff have developed a good understanding of the learning and development requirements and key person groups allow staff to form close bonds with their key children and plan for their individual needs. Children's prior knowledge, skills and understanding are gathered from parents when they start at the nursery and used to help them settle. Children are observed and a record is kept of their time while there. Staff assess and track children's progress on a regular basis. However, there is scope to further improve these systems, as staff are not using the initial information gathered from parents about their children

effectively, so that their progress can be more precisely tracked from the beginning. Despite this, key persons know their key children well and have a generally good overview of their development at any one time. Children's next steps in their learning are identified as well as their interests and this information informs the weekly plans. For example, staff have planned an activity to make sandwiches with the children to support some children's interest in pretending to make these in role play area.

Children's communication, language and thinking skills are effectively promoted as staff continually encourage them to communicate, using clear single words and repetition with very young children. Careful questioning from staff encourages children to think critically. For example, during play with sea animals in the water tray, staff ask younger children, 'what do the animals need to swim in?' Children with English as an additional language are well supported and make good progress. Resources, such as labelling in children's home languages and dual language books, promote children's communication and literacy development. Furthermore, parents are invited into the nursery to share their experiences of traditional events, which promotes all children's understanding about the wider world. Older children enjoy some activities, which supports their early writing skills and are encouraged to write their name on their work, supported well by staff, who sound out the initial letter sounds. Accessible writing materials and resources to create pictures means that children have good opportunities to be creative and express their ideas freely. Children concentrate hard to make snips in pages from catalogues with scissors, supported well by staff, who model the correct way to hold them, when young children struggle with the concept. Counting and number recognition is encouraged in games and activities that children enjoy, such as hop scotch and number songs. Through activities such as these, children are gaining a good range of skills to ensure their readiness for school when the time comes. Children enjoy role play and sometimes use real foods to support their play, such as making 'breakfast' with cereals. However, in general, the role play area is not as inviting as other areas of the nursery and requires further development to extend children's imaginative play by enhancing the range of resources, which are accessible to them and reflect everyday life experiences, such as real kitchen items and food packaging.

A small number of children with special educational needs and/or disabilities attend the setting and are well-cared for by caring and experienced staff. Staff work closely with parents, health care professionals and other outside agencies to help children learn and develop to their full potential. For example, they hold regular meetings to discuss progress and set individual targets. Children's understanding of valuing and respecting others is supported through their play with suitable resources, such as books, that promote their own culture and that of others. Parents have good opportunities to contribute towards children's ongoing learning. For example, they share children's learning from home on communication sheets in the baby room, make comments in their children's learning journey records and comment after each progress review.

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

An effective key person system enables children to feel safe and secure and promotes a good level of well-being within the nursery. Close relationships have formed with all staff,

which is demonstrated through children's positive behaviour. For example, when leaving the nursery at home time, children give staff a cuddle before they leave. Children welcome staff interaction in their play, seeking them out to play games, such as racing cars across the floor. Babies care needs are well supported. Staff adhere to their individual routines for sleep and feed times and use soft furnishings, such as a sofa and cushions, to provide a warm and homely environment. Daily written and verbal information is exchanged with parents of babies, so that changing needs are constantly met. Children's independent skills are promoted well in routine activities. For example, they put on and attempt to fasten their own coats for playing outside and pour their own drinks at snack time. Children gain a good sense of responsibility. They confidently ask staff for the dust pan and brush, so they can sweep cereals up from the floor at tidy up time and help set the table ready for lunch. Behaviour management amongst staff is consistent and children are spoken to appropriately at all times. Through gentle reminders, young children are encouraged to think about safe practices, such as sitting down to eat their apple in case they choke. Children cooperate well with their peers and are kind and considerate. They learn to share resources, such as toy cars. For example, a child, who has two cars spontaneously shares one with a child, who has none. Staff are deployed well around the nursery both inside and outdoors to supervise and support children in their chosen activities.

The nursery is attached to a primary school and as a result, effective relationships have been built. This ensures a smooth transition, as children become familiar with school life by attending events and meeting teachers prior to starting. Older children spend time in the foundation unit, participating in key aspects, such as physical education lessons. A communication book is used when children attend other settings to support well-being and learning needs across both settings.

Children's awareness of developing a healthy lifestyle is encouraged through activities that promote healthy eating and through physical play opportunities. For example, children confidently ride their bicycles and scooters in the outdoor area and babies are well supported by staff to climb small steps and use the slide on the large apparatus. Children spend quality time in the fresh air, as outdoor play is accessible throughout the majority of the day and in all weathers due to a covered area. They understand the importance of cleaning their hands before eating and help themselves to a drink when thirsty, which encourages self-care skills prior to starting school. Effective hygiene practices support children's well-being. For example, as children help themselves to a drink, they place their used cups in bowls ready to be washed up and to prevent others from using them.

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

The learning and development requirements are effectively delivered by staff, who ensure all children engage in a broad range of activities, which enable them to make good progress in their learning overall. Managers and staff work hard to provide children with an effective and enjoyable learning experience. There is a good overview of the setting's strengths and weaknesses and realistic areas of improvement are identified through a thorough procedure of self-evaluation. For example, staff have begun to implement changes to the room layout to better define particular learning zones. Management

monitor staff performance formally through regular supervision meetings and they are well supported in their professional development to extend their knowledge through training.

The nursery works very closely with outside agencies and has clear systems in place to safeguard children in their care. All staff are fully aware of children's individual needs and family backgrounds to ensure they are fully supported. Parents state that they are grateful for the support given to their family by staff and how they ensure that their child is well supported through difficult times in their personal life. Child protection training is attended on a regular basis and there are clear systems in place for the recruitment of staff. Staff endeavour to provide a safe and secure environment for children through robust risk assessments and daily checks of the premises and outdoor area.

Close partnerships with parents have been established and their input during their child's time at the nursery is valued. 'William the Bear' is used as a good link between the nursery and children's homes and is taken on many adventures with children and their families. Parents are happy with the care provided and feel that communication is good.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

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	EY435746
Local authority	Nottinghamshire
Inspection number	923027
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	58
Number of children on roll	62
Name of provider	Pre-School Learning Alliance
Date of previous inspection	08/05/2012
Telephone number	07930488831

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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

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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