

Cockshutt School Nursery

Cockshutt CofE Primary School, Shrewsbury Road, Ellesmere, SY12 0JE

Inspection date

Previous inspection date

17/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

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

4

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

4

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

4

The quality and standards of the early years provision

This provision is inadequate

- Staff do not record children's accurate hours of attendance to fully protect children's safety. This compromises their safety and welfare.
- Information gained from observations of children's learning is not used to identify and plan for their next steps in learning, in order for them to progress.
- Children with English as an additional language are not fully supported to enable them to participate in all activities.
- Children are not always supported to make the best progress possible as staff do not consistently obtain an accurate assessment of their starting points, in order to plan to move them forward with their learning.

It has the following strengths

- Children are appropriately safeguarded due to staffs' knowledge and understanding of their roles and responsibilities in relation to child protection.

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 both the inside and outside learning environment.
- The inspector spoke to the manager, registered person and staff during the course of the inspection.
- The inspector interacted and spoke with the children during the inspection.
- The inspector examined a range of documentation, including children's developmental records, staff suitability and records of outings and accidents.
- The inspector took into account the views of parents spoken to during the inspection.
- The inspector carried out a joint observation with the registered person of the setting on a planned activity.

Inspector

Lesley Bott

Full report

Information about the setting

Cockshutt School Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Cockshutt C of E Primary School and is managed by the head teacher. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including one with Early Years Professional Status. The nursery opens Monday to Friday, term time only. Sessions are from 9am until 12 noon and 12.15pm until 3.15pm with a lunch time wrap around care facility. Children attend for a variety of sessions. There are currently 18 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- promote children's safety at all times by maintaining a record of their accurate hours of attendance to ensure their safety and welfare
- develop staffs' knowledge of how to use observations, assessments and resources effectively to target and support children's next steps in learning, so they make good progress across all areas and are well prepared with the skills they need in readiness for school
- ensure that initial assessment is accurate and precise for all children by obtaining information on children's starting points on entry to the nursery, in order to precisely support their future learning needs
- develop effective procedures to make sure staff make accurate individual assessments of children's learning needs, particularly in relation to children with English as an additional language, so that teaching is precise and focused on helping children make as much progress as they can.

Inspection judgements

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

Staff have an inconsistent understanding of the Early Years Foundation Stage and this impacts on their ability to promote all children's learning and development sufficiently well. Important information regarding children's early attainments and any gaps in their learning has not been consistently obtained from parents to help identify where support may be required. As a result, staff do not have a secure knowledge of all children's stage of development on which they can build to make sure children make good levels of progress. In addition, staff do not ensure that children with English as an additional language have sufficient opportunity to use their home language in their play and learning or that they are sufficiently supported with opportunities to learn English. For example, staff are unsure of how well these children have grasped the use of the English language and therefore, staff are unable to establish whether there is a cause for concern about a possible language delay. This prevents staff from being able to plan appropriately to move these children forward in their learning because they are unable to identify if and when there is a need for additional support. As a result, the quality of teaching is inadequate and some children are not able to make as much progress as they can.

Overall, most children are generally working within the typical range of development expected for their age. Regular observations are carried out on children and staff are aware of their current interests through discussions at circle time. This information is assessed and used to plan activities for the following week. However, staff are unable to effectively link the information gained from their observations of children to the next steps in their learning. This is because planning of activities is only based on children's interests and not a precise understanding of what individual children need to learn next. As a result, teaching, assessment and planning lack the focus needed to ensure that children achieve well and are well prepared for their future learning. Generally, staff promote children's communication skills well. For example, most children enjoy and join in with action songs and rhymes, which help them to learn new words and understand meaning. Staff also sit with children at mealtimes to encourage their socialising and to develop their conversations. Older children confidently express themselves during 'show and tell' time as they explain to the group what they have brought in from home and why. Children have opportunities to identify letters and link these to their name as they self-register on arrival at nursery. They confidently find their own name card to put this into the basket as they begin to identify words, such as their own names.

Children's personal, social and emotional development is appropriately fostered as they are encouraged to do things for themselves. For example, they are able to independently access their coats as they prepare to go outside and access the low-level sink to wash their hands after messy play. These activities help them to develop some skills in readiness for school. However, some staffs' knowledge of how to support children's learning during play is limited. This means that children are not consistently provided with a challenging environment, which supports and extends all areas of their learning and development. For example, the playhouse has no equipment in it, so does not provide an interesting and stimulating environment in which children can use their imagination, develop their own play ideas or extend their learning. Staff provide acceptable resources to support children's learning at home with their parents. For example, children choose a book to take home to read with parents. Parents are given information on how to extend the reading activity with the children and complete a review of the book with their child.

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

There is insufficient attention given to ensuring all aspects of children's safety and overall well-being are carefully considered. Records of children's attendance are not accurately maintained to ensure staff always know which children are present at anytime. As a result, children develop a false sense of security because staff do not have the accurate information they need to take appropriate steps to keep all children safe, secure and well cared for at all times and particularly should an emergency situation occur. However, most other aspects of safety within the nursery are suitably maintained and children's health and emotional well-being are appropriately supported. A key person system is in place and parents are made aware of who their child's key person is. Staff are friendly and welcoming and develop warm relationships and attachments with the children as they address their emotional needs. General information from parents is recorded at the start of the placement, detailing children's individual care needs and their likes and dislikes. This helps to support children's smooth transition from home to nursery.

Children's health and dietary needs are understood and met by staff who record any specific dietary needs at the start of their placement. Snack and mealtimes enable children to enjoy healthy options of fresh fruit and a daily cooked lunch from the school kitchen. The younger children are able to join in with the school as they sit together in the school hall with staff for their lunch and this helps children to become emotionally prepared for the move into full-time education. Staff encourage conversation, making the occasion sociable and enjoyable. Children are beginning to learn how to manage risks appropriately. For example, children develop their physical skills and act in a safe way as they enjoy their weekly visits to 'forest school'. They listen to the staff as they explain about what to do to keep safe while being able to explore and investigate in the outdoors.

A behaviour management policy is in place and children learn to follow simple rules to help promote positive behaviour. However, some staff have an unrealistic expectation of children's capabilities and this prevents them from extending and elaborating their own ideas. As a result, some staff do not respond appropriately to changes in children's behaviour. Children manage their personal care independently, hanging up their coats when they return from outdoors and wash their hands after messy play and before eating their food. Resources are plentiful, although, not always used effectively and some are not easily accessible. This means that children do not have full choice from the range available. For example, planned activities are not laid out invitingly on tables for when the children arrive at the start of their session, so that they can quickly become actively involved in play and learning.

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

Staff are familiar with the signs and symptoms of abuse and know and understand the relevant procedure if faced with a potential child protection concern over a child in their care. As a result, staff are clear about their roles and responsibilities, which are fully embedded into their procedures. However, children's safety is currently compromised as staff do not ensure that children's hours of attendance is accurately recorded as the

register does not provide a clear picture of when children are present at any given time. This is a breach of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage and a failure to meet requirements of the compulsory and voluntary parts of the Childcare Register. Generally, children play in a safe and secure environment. All visitors to the setting are required to produce identification before being permitted entry. They are not left unattended with children at anytime. Risk assessments are carried out by staff who ensure that any hazards to children are minimised. Emergency evacuation procedures are practised, so that children know what to do in the event of a fire and can exit the building quickly. Adequate recruitment procedures are in place. Disclosure and Barring Service checks are obtained for all staff, along with all relevant identity checks to ensure their suitability to work with children. Staff have regular opportunities to attend a variety of training courses to continue their professional development.

Regular meetings take place between staff to review nursery practice. However, the ineffective monitoring of staff has resulted in inconsistent teaching practice. Not enough attention is given to ensuring that all necessary information is obtained about what the children already know when they first start attending. As a result, staff cannot accurately meet their individual learning needs or plan effectively to move children forward. In addition, assessments of progress are not effective enough to identify when children may need additional support. Consequently, children do not make sufficient progress because staff do not always plan ahead effectively to use appropriate teaching methods or resources well enough to fully support learning. Monitoring and self-evaluation is weak and is not used effectively to address the quality of the setting. This means that there is no clear identification of targets or action plans in place to improve and sustain practice. Partnerships with parents are acceptable. Children's experiences are shared with parents verbally on a daily basis. Parents receive information about activities and other relevant information through regular updates, which they link in with the school newsletter. Links with other settings are in place and the manager is fully aware of the importance of liaising with other professionals if necessary to ensure the continuity of care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register).
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY468107
Local authority	Shropshire
Inspection number	935175
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	15
Number of children on roll	18
Name of provider	Cockshutt CofE Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01939270616

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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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