

# Honeybourne First School Academy Nursery

Honeybourne First School, School Street, EVESHAM, WR11 7PJ

<b>Inspection date</b>	21/03/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Children make good progress in their learning and development because staff have a good knowledge of how children learn. They extend children's learning through play, and take into account children's individual interests and play preferences.
- Children are well safeguarded due to robust recruitment and vetting procedures and staff's understanding of their roles and responsibilities in protecting the children in their care.
- The registered provider and staff are able to recognise areas where improvement is needed and are determined to make the necessary changes to move the nursery forward in their pursuit of excellence.
- Effective arrangements are in place, both formal and informal, to ensure that parents regularly contribute to their children's learning.

### It is not yet outstanding because

- There is scope for children to enjoy independence by serving their own food and pouring their own drinks at snack times.
- The nursery generally meets the needs of younger children well, however, they do not always have the opportunity to access resources for themselves.

## 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 observed activities within one play room and the outside learning environment.
- The inspector held discussions with the provider and staff and engaged with the children during the inspection.
- The inspector looked at documentation, including a selection of policies and procedures and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Amanda Tompkin

## Full report

### Information about the setting

Honeybourne First School Academy Nursery was registered in 2013 on the Early Years Register. It is situated in a mobile classroom within the grounds of Honeybourne First School Academy, located in the village of Honeybourne near Evesham. The nursery is part of the company managed by trustees and the governing body. The nursery serves the local area and is accessible to all children. There are several enclosed areas available for outdoor play.

The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday term time only. Sessions are from 8.45am until 3pm. Children may attend for a variety of sessions. There are currently 29 children on roll aged between two- and four-years-old. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of 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:

- review the serving arrangements at snack times so that the older children are able to serve their own food and pour their own drinks
  
- consider ways for the indoor space to meet the needs of all the children, as both a place to feel at home and a place to learn.

## Inspection judgements

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

A varied educational programme ensures that all children make good progress in their learning and development. Teaching is good and staff have a good understanding of the Statutory framework for the Early Years Foundation Stage. They use their knowledge to plan interesting activities for the children that meet their individual needs. Children's progress is monitored by the child's key person who puts together a learning journal which is used to plot and track their individual progress. This ensures there are no gaps in their learning and is used effectively to plan for children's next steps in their development. The learning journals contain observations and photographic evidence of the child's learning. These are shared with parents and children, who have regular opportunities to re-visit past learning experiences. Parents are asked to contribute to the journals by adding what the children did at the weekend. As a result, children's home learning is complemented while at nursery which helps them to make good progress. In turn, children gain the

necessary skills to support their readiness for the next stage in their learning.

The nursery gathers information from parents on induction about their child's interests, care needs, routines and what they can do at home. This information is used to plan activities and play around the child's individual interests. Parents are fully supported in the care of their children as they regularly discuss their progress as they are collected and during parents' evenings. The nursery provides parents with a written progress review on a termly basis, in addition to the required progress check at age two. Parents are asked to contribute to these assessments, which keeps them suitably involved and informed.

Children enjoy their time at nursery where they engage in an appropriate balance of adult-led and child-initiated play. Children make friendships and learn to work together during play activities. For example, they help each other when feeding balls through drain pipes and celebrate each other's success as the ball reaches the end. This gives good opportunities to extend their communication skills as they follow each other's instructions as they work together. A wide range of resources and equipment are provided at the children's level so that making choices is easy for most children. Cosy areas are provided so that children can have areas where they are able to read books in a quiet and comfortable place. Children who have special educational needs and/or disabilities are fully included and participate in all nursery activities. Staff work closely with parents and other professionals to ensure children receive any necessary intervention. Identified support mechanisms are quickly put in place, so that they can make good progress in their learning and development.

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

Children thrive in this welcoming nursery. They are warmly greeted by staff on arrival and settle quickly into the routine. Each child has a key person with whom they form very close attachments. The settling-in period is well organised, so that key persons get to know children and their parents and share important information about their individual needs. This is done through gathering written information, flexible settling-in sessions and discussions with parents. As a result, children feel emotionally secure within the nursery. Staff are very attentive and respond promptly to children's individual needs. The environment is well resourced, warm and welcoming. However, staff do not consistently plan indoor space to meet the needs of younger children. As a result, younger children do not always have the opportunity to access resources especially for them. Children's behaviour is good because it is managed positively with praise and encouragement. Children are encouraged to share, take turns, and be kind to each other. They are reminded to use their 'listening ears' during group times. Children learn how to keep themselves safe while in nursery as they are reminded of the reasons why they should not run while indoors.

Children's health is well supported through attention to daily routines like nappy changing, while others are developing their own self-care skills as they independently access the toilet and wash their hands. However, there is further scope for children to serve themselves food and drinks during their snack time in order to further promote their independence. All children have an opportunity to go outside regularly so that they have

plenty of fresh air. Children develop their physical skills as they explore the outdoor garden areas. They have a range of equipment that tests their skills in balancing and climbing. For example, they are allowed to take managed risks and successfully balance on a raised platform. As a result, children's large muscle groups are developed.

Children are well prepared for the next stage of their learning because staff give careful consideration to preparing them for school. Partnerships with the attached first school are very good; the reception teacher knows them well because they will often visit her classroom and she regularly visits the nursery. The children visit the school on a daily basis as they enjoy sharing meal times with the older children in the school canteen. These visits enable the children to have a sense of belonging, as well as supporting their growing confidence and independence. As a result children are prepared for a smooth transition to school.

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

Children are well safeguarded as staff have a very clear understanding of their roles and responsibilities in recognising signs of abuse or neglect and how to pass any concerns on effectively. Effective vetting and recruitment systems ensure staff are suitable to work with children. Children's welfare is promoted as staff provide a safe environment for them to use. This is maintained through regular visual checks and implementation of written risk assessments. Staff ensure children cannot leave the nursery unsupervised and there can be no unauthorised access to them. There are good arrangements for visitors and clear procedures are in place to ensure children are only collected by authorised people.

The provider and staff have a good understanding of the learning and development requirements. They plan purposeful play and activities around the children's individual interests, this enables them to make good progress in their learning. Staff monitor the children's progress effectively. As a result, any gaps in children's learning are quickly identified and acted upon. The provider and staff are fully committed to reflective practice and engaging the views of parents and children to achieve this. Appropriate performance management systems are in place, such as, termly appraisals and staff supervisions. As a result, staff's training needs are clearly identified which enables them to develop their professional practice.

Partnerships with parents are good. Parents contribute to their children's learning through exchanges communicated in a two-way diary. They are also encouraged to add to their children's learning journals. Consequently, parents' views are sought and valued. Strong links with the local schools has enabled staff to further develop their skills and practice and provides them with further ideas for improving the curriculum. The reception teacher helps evaluate the quality of teaching within the nursery and provides ideas for improvement. The nursery seeks and welcomes advice and support from other professionals, including the local authority, and implements changes that are suggested to enhance their practice. As a result, priorities for improvement are correctly identified and improvements made.

## 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

<b>Unique reference number</b>	EY471066
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	939693
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Honeybourne First School Academy
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01386830462

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

