

Thornton Lodge Nursery School

Crosland Moor Childrens Centre, Dryclough Road, HUDDERSFIELD, HD4 5HX

Inspection date

14/05/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 have an eagerness for learning because staff plan purposeful activities that extend children's learning and help them to make good progress.
- This is a welcoming and calm environment where young children develop strong attachments with their key person. This results in children being happy, confident and sociable in the nursery.
- The nursery is safe and organised well by senior experienced leaders who ensure that staff know how to safeguard and protect children.
- Children's needs are met well through highly effective partnerships between the staff, parents and the school.

It is not yet outstanding because

- Children have fewer opportunities to gain an awareness of visual impairment and how it affects adults and children.
- There is scope to enhance children's awareness of social skills at snack time.

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 spoke to the children during free play.
- The inspector had a tour of the nursery.
- The inspector spoke with the staff at regular intervals throughout the inspection and made observations of the children present, both indoors and outdoors.
- The inspector looked at all relevant documentation provided.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector carried out a joint observation with the provider.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children.

Inspector

Hayley Gardiner

Full report

Information about the setting

Thornton Lodge Nursery School was registered in 2004 and is on the Early Years Register. It is situated in Crossland Moor Children's Centre, in Huddersfield, West Yorkshire. The nursery serves the local and surrounding areas. The nursery is accessible by the children's centre entrance and security gates at the side of the building. There are areas available for outdoor play. The nursery employs 11 members of childcare staff; all of whom hold appropriate early years qualifications at level 2 or above. One member of staff holds Qualified Teacher Status. The nursery opens Monday to Friday, all year round, except bank holidays and two weeks at Christmas. Sessions are from 8am until 6pm and children attend for a variety of sessions. There are currently 59 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 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:

- extend opportunities for children to understand why children and adults wear glasses, for example, through story books, puppets and role play
- help children to understand about meal time etiquette, for example, by ensuring each child has their own plate at snack time.

Inspection judgements

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

The staff have a good knowledge of child development and the Early Years Foundation Stage. They offer a wide range of exciting, motivating and challenging activities, which cover all of the seven areas of learning. As a result, children are making good progress towards the early learning goals and they are well prepared for starting school. Children have individual learning files. These files include photographs, some creative work, observations and assessments and there is an effective system in place to carry out the required progress check at age two. These are all linked to the areas of learning and are used to recognise the next steps in each child's development. Each child's key person works closely with parents to support children's learning from the start. Ongoing discussion and sharing of children's learning profiles ensures that parents remain involved and up to date with their child's progress. Parents contribute to their child's profile and each key person encourages home learning by suggesting activities parents can do at home, including taking home resources to support them if needed. Children with special educational needs and/or disabilities have expert support staff working with them, their

families and their key person to ensure they are progressing well towards the early learning goals. Staff do this by using successful strategies and interventions, to support learning. As a result, learning is tailor-made for children and it successfully meets the children's individual needs, creating maximum progress in their learning.

The nursery provides a good learning environment for children covering all areas of learning. All children can easily access resources and equipment as they are stored at a low level. Children are praised when they do well and this helps to build their confidence and self-esteem. They learn about the wider society well and use resources that reflect positive images of the wider world, such as dolls, books, play figures and dressing-up clothes. They take part in activities and learn about different festivals and celebrations, especially focusing on the celebrations children in the nursery celebrate with their families, such as Christmas, Eid and Chinese New Year. This helps children with English as an additional language to feel at home, settled and valued but also shows all children that everyone is different in the wider world. However, there are fewer resources available for children to explore and understand about why people wear glasses to aid their vision, even though some staff and children wear glasses. Children explore a wide variety of creative activities, using an assortment of media, which promotes their imagination and curiosity. Children play outside daily, where they learn to be physically active. The outdoor area is an exciting and motivating area with plenty of areas and activities to engage the children. The nursery has adopted the 'Forest School Philosophy' and has regular forest school workshops for children, where they can explore freely and build their independence skills in the outdoor provision. Staff fully understand the importance of supporting young children to develop their skills in using technology.

Younger children enjoy babbling, increasingly experimenting with sounds and creating personal words. Staff actively listen to the different messages young children are trying to convey. They then repeat and model the language to help them build sentences. Young children are encouraged to develop their investigative skills, by using spades and forks to dig in the garden. The supportive staff praise and clap, as the children move the soil successfully. Young children are given time to explore open-ended resources within the provision. This results in children having plenty of opportunities to explore objects that can be used, moved and combined in a variety of ways. Children engage in role play with staff who skilfully give children an individual role from the well-known story about a boy and a beanstalk. They smile and laugh with delight, as supporting staff aid their imagination skills. Children excitedly say 'fee! fie! foe! fum! I am the giant'.

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

Children have a really secure relationship with their key person in this friendly and welcoming nursery. The key person takes time to get to know all the children very well. Children are calm and fully at ease. This means the children's individual needs are effectively met, promoting their well-being. The staff work closely with parents from the start of their child's learning journey, gathering information, including details of any specific needs and information about any allergies or cultural requirements. Daily routines are followed after talking to parents to ensure they are consistent with home routines, such as sleep times. The staff plan effectively to make sure children are happy and have

plenty of attention to make them feel special. The relationship between the staff, the children and their parents is highly effective in ensuring very good care for all children. Children feel very secure and thrive because they form extremely secure emotional attachments. They smile and giggle freely and as they get older, they enjoy cuddling up close to the responsive staff as they read books. This gives children a strong, secure base and the confidence and self-esteem to progress and supports their eventual move to school. As a result, children are inspired, inquisitive learners who contribute enthusiastically in games and activities. Children are very confident in expressing their needs and the staff respond promptly.

Children are very polite and manage their own behaviour very well because the behavioural rules are rooted in the nursery routine. Sensitive reminders and positive reinforcement from the encouraging staff, means children receive consistent messages, such as 'please do not run inside as you may fall'. Children build exceptional relationships with their friends. They work together very well. Good attention to hygiene practices and healthy lifestyles is apparent at all times. Children enjoy nutritious and healthy snacks, such as fruit, vegetables and cheese. Meal times are social times and children enjoy pouring their own drinks and serving their own lunch. However, at snack time children are not given their own bowl or plate to put their fruit on. This results in children having fewer opportunities to learn about meal time etiquette, for later in life. Children take part in planting and growing activities in the garden. They have also developed this further, through their topic about the story about a boy and a beanstalk, as they planted their own 'magic beans'.

The staff are very highly skilled in encouraging children's inclusion and learning during play and daily routines. Staff talk about what they are doing so that children understand risks. They also encourage children to take manageable risks that offer effective challenges. As a result, children recognise dangerous areas and understand the need to do things differently to keep safe. Children conform fully with expectations and learn to keep themselves extremely safe in an emergency through practising the evacuation plans. Consequently, children gain vital skills and attitudes to support their future move to other settings or to school. Children are enormously well prepared for the move to school and their future learning. For example, staff have developed good links with the on-site school, other nurseries, childminders and pre-schools in the local area. The staff regularly attend meetings with parents and other professionals to ensure children are safe, protected and their individual needs are fully met.

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

This inspection took place following a concern raised to Ofsted, regarding the supervision of children, as a child had cut their own hair using children's scissors. The inspection found this incident did happen, but found that children are supervised very well at all times and the nursery deploys staff effectively to ensure all children are well cared for. Adult-to-child ratios are met and sometimes exceed legal requirements and staff are well qualified and regularly update and refresh their knowledge. Risk assessments are carried out on the building, outings and play experiences to further protect children. The provider was made

aware of this incident after the event. She reviewed procedures and evaluated practice. This included teaching children the correct and safe way to use scissors. The nursery is well structured and all the required paperwork is well maintained, such as children's information, accident records and a record of their attendance. All policies and procedures are shared with parents so they are aware of staffs' responsibilities towards their children. All staff have a good knowledge of the safeguarding procedures to follow in the event of any concerns about a child in their care and who to report any concerns to. They carry out thorough risk assessments of the nursery and they take appropriate steps to keep children safe. Robust recruitment procedures ensure staff are suitable to work with children.

The children benefit from having a qualified teacher and experienced leaders present every day in the nursery. The leaders regularly monitor and moderate key-person assessments and observations to ensure they are accurate and purposeful. Senior staff have a very good awareness of the requirements of the Early Years Foundation Stage. They are aware that children develop at their own rate. There is a well thought out planning system to ensure that they cover each area of learning, with adult-led activities or supported free play. Leaders demonstrate a good understanding of monitoring and evaluating their service. For example, they value any support and advice provided by the local authority briefing sessions and from training courses. This ensures they continue to provide a high standard of care and good quality practice where children are safe and can learn effectively. Effective performance management systems are in place and staff mentor each other and work closely together, bouncing ideas off each other with commitment and enthusiasm. Supervision and appraisals are in place with training programmes for all staff, so children benefit from trained and motivated professionals.

Partnerships with parents are very well established, ensuring children's development is effectively enhanced, while meeting their needs and supporting smooth transitions to nursery or school. Parents can share information about their children with the staff. They discuss children's progress when dropping off and collecting their children. They also have parents' evenings and stay and play sessions regularly for parents and carers. Staff have a clear understanding of their responsibility to work in partnership with other childcare providers and professionals to enhance learning opportunities. They have established very good links with local agencies and schools to support all children to ensure continuity of care and learning for all.

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	EY285066
Local authority	Kirklees
Inspection number	968386
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	52
Number of children on roll	59
Name of provider	Thornton Lodge Nursery School Governing Body
Date of previous inspection	not applicable
Telephone number	01484 222206

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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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