

Cockshutt School Nursery

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

Inspection date	17/09/2014
Previous inspection date	17/03/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- The quality of teaching is now good. Staff have developed a strong understanding of how to observe children, identify their next steps in learning and plan challenging experiences. As a result, all children make expected progress from their starting points.
- The environment is welcoming and resources are grouped in learning areas. Children move freely between indoors and outdoors to access activities that cover all seven areas of learning, supporting children's all round progress.
- The headteacher and nursery teacher are passionate about the provision they offer children. They are dedicated to promoting the safety and welfare of all children. Safeguarding procedures are robust and staff have an in-depth knowledge of how to protect children against possible harm or abuse.
- Partnerships have developed well. Parents are now actively involved in their children's learning and staff share ways for parents to support learning at home. As a result, partnerships are effective in improving children's achievements.

It is not yet outstanding because

- Ongoing assessments are still being developed. Therefore, they do not represent all children's key learning achievements or capture the regular contributions parents make.
- Not all teaching is outstanding, as some staff have not embedded their knowledge and skills in managing behaviour and promoting learning alongside other staff at large group times.

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 teaching and children's activities in the early year's unit and outdoor area.
- The inspector spoke with children throughout the inspection and observed a phonics session, child-initiated learning, cooking activity, adult-led learning and snack time.
- The inspector viewed all relevant documentation, including policies and procedures, risk assessments, self-evaluation and safeguarding and welfare documents.
- The inspector carried out a joint observation with the headteacher, focussing on the quality of adult-led learning.
- The inspector checked the qualifications and suitability of all staff to ensure they are safe and suitable to work with children.
- The inspector spoke with a range of parents to seek their views on how the nursery has improved.
- The inspector spoke with a local authority representative to discuss the support the nursery has received and the progress they have made since their last inspection.

Inspector

Scott Oliver Thomas

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 headteacher, with the support of the early years 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 seven members of childcare staff. Of these, all except one hold appropriate early years qualifications at level 2 and above, including one with Early Years Professional Status and one with Qualified Teacher status. The nursery opens Monday to Friday, term time only. Sessions are from 8.45am to 11.45am and 12.45pm to 3.15pm, with a lunch time wrap around care facility. Children attend for a variety of sessions. There are currently 13 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 children who speak English as an additional language. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- develop ongoing assessments, to further demonstrate children's learning over time, by capturing their key learning achievements and the contributions parents make
- build on staff's knowledge and skills by developing their confidence through training and supervision, to provide consistently outstanding teaching in order to enhance children's development at large group times and in managing their behaviour.

Inspection judgements

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

The quality of teaching has improved significantly since the last inspection. Staff have undertaken a vast professional development programme to up skill them and develop their knowledge. An early year's teacher now leads the nursery and is an outstanding role model to other staff. As a result, all teaching is now good with some outstanding aspects. However, some staffs knowledge and skills are still being embedded in practice. For example, at large group times, some staff are not yet fully confident in using their knowledge and skills to their full potential. Therefore, some children lose interest during these times. As a result, teaching does not always promote children's good active learning. Children make the expected progress from their starting points. The activities and experiences provided in all areas are interesting and challenging. They are based on children's next steps in learning and their interests. For example, when children find a caterpillar, their learning is extended by making edible caterpillars and reading stories

about the lifecycle of a caterpillar. As a result, teaching engages children well. The routine is well organised to provide a balance of adult-led and child-led learning. Children revisit their learning from adult-led activities during child-led time. As a result, children are able to consolidate their learning and refine new skills. For example, staff demonstrate how to use computers and children then access them independently, with minimal adult support. Teaching is differentiated skilfully by staff, as they group children together according to developmental stage. This provides targeted teaching and support. For example, older children develop specific skills, such as writing and younger children develop effective communication skills, such as following instructions. Children are well prepared for the next stage in their learning. The early years unit is integrated successfully within the school and children from both nursery and reception year are grouped together. This allows children to learn from their peers and see what is expected from them. As a result, children have the skills they need for school.

Staff are creative and imaginative in their teaching. Opportunities for children to develop early writing skills are broad. The environment and resources provide meaningful ways to make marks in sand and use pencils to write. For example, children play in the role play garage, where they use the pencils, clipboards, and printed paper to make lists of children's names and car orders. As a result, they are able to write recognisable words. Staff support children's literacy development comprehensively including for those children who speak English as an additional language. For example, the environment is rich in text of words and phrases displayed in home languages. Consequently, children are able to recognise familiar words, such as hello and help, in their home language. Staff make the most of everyday routines to promote children's mathematical development. For example, when children help to prepare for snack time, staff ask questions, such as 'are there enough plates' and 'do we need more or less chairs?' Consequently, children are able to apply problem solving skills to everyday situations, as they become confident with their own ideas.

Children's starting points are now accurately recorded following improvements in the information sought from parents prior to children starting at the nursery. Staff now meet with parents to complete All about me sheets, which give a detailed overview of children's prior learning. Staff analyse this information to identify children's initial developmental stage and the next steps in their learning. As a result, all children now make good progress from their starting points. Parents are updated regularly on children's progress. Staff complete summaries of their progress on a termly basis, as well as completing the progress check for children between the ages of two and three years. They share this information through parent meetings and regular discussions. Therefore, parents have a good overview their children's progress. Staff complete regular observations of children and have developed the necessary skills to use these observations to plan and deliver interesting teaching experiences. However, the system for presenting ongoing assessment to parents is not yet fully refined. For example, learning journals contain a good range of observations but they are not yet detailed enough in capturing the contributions parents make and to tell a concise story of children's learning. Consequently, parents do not get the best possible picture of their children's achievements. Parents have become actively involved in their child's learning. Parents are invited to attend parent sessions, as part of children's inductions, to give them the relevant skills to support learning at home. Children take books home to read with parents, including bilingual books for those who do not

speak English as their first language. As a result, children make good progress both at home and at nursery. Children who do not make the expected progress are identified swiftly, as a result of the precise assessments completed from when children first start. Staff make timely interventions by adapting their teaching and working in partnership with professionals. For example, children with speech and language delay are supported by speech and language therapists and through staff role modelling the correct use of language. As a result, gaps in children's learning are closing.

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

The key person system is very effective and meets the needs of all children. Children form good relationships with their key person from when they start. Children's induction is planned to support the development of this relationship, as staff and children get to know each other well. Parents talk fondly of staff and the recent changes that have been implemented have strengthened the key person system. For example, children now spend a majority of their time with their key person, as they are greeted by them in a morning or they are there to say goodbye at the end of the day. As a result, children are more settled within the nursery. Children enjoy their time at nursery, as they are happy when they arrive and do not want to leave at the end of the day. They show great delight in their imaginative play and are confident in their exploration and discovery. For example, children dress up as princesses and dance with staff to music, learning how to curtsy. Children are excited by this, as they laugh and smile with staff. The indoor and outdoor environments are extremely well resourced and are suitable for the range of children who attend. Resources are accessible to children and used appropriately. The early year's teacher monitors how resources are used and identifies areas that children use less often. Staff are then deployed into these areas to support learning and develop children's confidence. As a result, the environment supports development across all seven areas of learning.

The behaviour of children is good. They play cooperatively together in groups and share resources. Older children are becoming independent in managing their own behaviour, as they resolve conflicts between themselves. Most staff manage children's behaviour positively, offering solutions to situations. However, not all staff consistently adopt this positive method. Consequently, some staff respond differently to behaviour, resulting in children being unsure what to do in some situations. Children have a strong sense of security and act safely at nursery. They explore their surroundings with confidence, as they know the safety rules and are able to follow them. For example, older children know to go straight to the toilet and come back when they are finished.

Children have a good understanding of the importance of physical exercise. Staff support this well through their approach to enabling free access of the outdoor area. Staff continually plan and provide a range of physical activities. As a result, children's physical health is promoted well. Children eat healthy meals and access fresh-air daily, whatever the weather. Staff make the most of the outdoor covered area to ensure children are able to access outdoors daily. Staff encourage children to try new foods. Therefore, children are learning the importance of a healthy lifestyle. Staff support children to manage their own personal hygiene needs appropriately. Staff re-enforce the importance of washing

away germs during hand washing, especially before handling food.

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

The leadership team have a robust understanding of safeguarding. They have taken the required action to keep a daily record of children's arrival and departure times. These are now consistently recorded. Children are kept safe from intruders, as the building is kept secure and all visitors are required to sign in. Risk assessments are in place and identify any hazards to children and appropriate steps to reduce risks. As a result, children are safe during their time at nursery. Recruitment procedures are robust. All staff have been fully checked. All staff, students and volunteers have undergone a stringent induction procedure, which ensures they have the skills and knowledge they need. As a result, all staff are suitable to work with children. The headteacher is passionate about staff's professional development and therefore provides a range of excellent training opportunities for staff. Staff complete mandatory training, such as child protection and access training, to update their practice, such as working with two-year-old children. This is in addition to weekly in-house training. As a result, staff have made swift progress in their professional development since the last inspection. However, there is an opportunity to further enhance their knowledge and skills through supervision, in order to develop staff's confidence to ensure teaching is consistently outstanding. Underperformance is managed swiftly and the headteacher has taken appropriate action to improve teaching. As a result, all teaching is now good. Policies and procedures are robust. Staff know them well and the leadership team update them regularly to reflect changes in legislation.

Exceptional improvements have been made in order to meet the learning and development requirements of the Early Years Foundation Stage. The monitoring arrangements are very comprehensive, as the headteacher and early years teacher now take responsibility for monitoring all aspects of quality. The headteacher has high expectations of all her staff, and therefore regularly observes their teaching. She provides feedback to them on their strengths and areas for development. Staff know their personal targets and, therefore, now have high expectations of their own teaching. The early years teacher leads on all aspects of planning, with input from staff. She and the headteacher are then able to monitor planning to ensure it is based on the needs and interests of the children and provides good educational programmes, which are challenging. As a result, children make good progress towards the early learning goals. Tracking systems have been developed, to ensure children make the best possible progress. Staff have a good understanding of the developmental stages that children move through and, therefore, judgements are precise. The leadership team has worked closely with the local multi-cultural service, to obtain resources, seek advice and access training on how to support children. As a result, the gaps in children's communication and language development are closing.

Self-evaluation is effective. It is written as a summary of strengths and areas for improvement. This feeds into the overall school development plan, which ensures challenging and timely action is taken to improve the overall quality. Self-evaluation takes

into account the views of all staff, children, parents and the governing body. Therefore, all targets are appropriately challenged to ensure the best outcomes are achieved. The leadership team are developing ways to further embed changes and secure outstanding teaching in all areas. They are planning to visit high quality early years providers to benchmark their practice and continue in their pursuit of excellence. Consequently, systems for ongoing development are thorough. There are effective mechanisms in place to monitor the impact of improvements. The governing body, headteacher and the local authority are all involved in monitoring the progress of nursery to ensure action taken is effective. As a result, the nursery has made very rapid progress. Partnerships have developed well since the last inspection. The nursery works with local partners, such as the church, and has recently made plans with the local children's centre to deliver parent and child play sessions. As a result, partnerships are improving outcomes for children through involving parents within the community and in their child's learning. Parents are also invited to work with the nursery directly, to enhance learning. For example, bi-lingual parents visit to read bi-lingual books to children. This allows children to hear their home language and supports children's understanding of the world within which they live.

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	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.

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	967261
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	13
Name of provider	Cockshutt CofE Primary School Governing Body
Date of previous inspection	17/03/2014
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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