

Cheverell Old School Nursery

The Old School, High Street, Great Cheverell, Devizes, Wiltshire, SN10 5XZ

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| Inspection date | 24/11/2014 |
| Previous inspection date | 28/01/2010 |

| The quality and standards of the early years provision | This inspection: | 1 |
|--|-------------------------|----------|
| | Previous inspection: | 1 |
| How well the early years provision meets the needs of the range of children who attend | | 1 |
| The contribution of the early years provision to the well-being of children | | 1 |
| The effectiveness of the leadership and management of the early years provision | | 1 |

The quality and standards of the early years provision

This provision is outstanding

- Partnerships with parents are exceptional, involving them fully in supporting their child's learning in the nursery and at home.
- Staff continuously identify areas for development and review the impact of changes made on children's learning, development and welfare.
- Exceptional care and teaching means that gaps in achievement are closing rapidly for all children, including those with special educational needs and/or disabilities, and those who are learning to speak English as an additional language.
- Staff forge extremely strong links with teachers at local schools to aid children's moves to school.

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 read the nurseries self-evaluation form.
- The Inspector spoke to staff, children and parents to gather their views.
- The Inspector observed children during daily routines and activities.
- The Inspector sampled a range of documentation.
- The Inspector carried out a joint observation with the provider..

Inspector

Sara Hope

Full report

Information about the setting

Cheverell Old School Nursery registered in 1991. It operates from the former village school premises in Great Cheverell, near Devizes, in Wiltshire. The nursery serves the surrounding villages and rural areas. It opens five days a week during school term times. Children can attend from 8.30 am until 3.15 pm each day. There is a large enclosed outdoor play area. The nursery is registered on the Early Years Register and there are currently 43 children on roll. The nursery receives funding the provision of free early education for children aged two, three and four. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities, and children with English as an additional language. The nursery employs six members of staff to work with the children, five of whom hold appropriate early years qualifications. There is also an administrator.

What the setting needs to do to improve further

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

- enhance the opportunities for children to becoming independent learners by make more choices about their play during the morning session.

Inspection judgements

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

The quality of educational programmes is outstanding. Staff are highly trained and plan, implement and evaluate activities that effectively promote all children's progress. Staff collect information from children and parents, and through ongoing assessment, to identify children's individual learning needs. They devise tailored programmes to help each child make the best possible progress. This has an extremely positive impact and successfully narrows gaps in learning and development. Staff have high expectations of what children can achieve. They model highly effective communication and provide an environment that is rich in language. Innovative teaching allows children to explore language in different forms. For example, children enjoy communicating with friends in different rooms using two-way radios. Children have superb opportunities to build on their confidence and self-esteem during adult led group activities. They feel safe and secure in their groups because staff are highly nurturing. Staff promote listening and speaking skills well and, as a result, children share their thoughts and ideas confidently.

The staff team have a wealth of knowledge and experience in promoting children's learning. Continuous monitoring of children's progress enables staff to promptly identify any concerns about their development. Clear and effective procedures allow staff to work with other professionals in order to provide children with additional support to help them

reach their full potential. Staff are inspirational role models working with, and alongside, children. They display enthusiasm and a sense of curiosity that encourages children to want to learn and explore.

Staff carefully monitor and track children's progress through observations, examples of their work and feedback from their parents. This enables them to ensure that they are offering sufficiently challenging and appealing experiences for each child. There are exceptionally effective arrangements to target support for children with special educational needs and/or disabilities, as well as those who speak English as an additional language. Staff carry out the required progress checks for two-year-olds. Parental involvement in these, and all child assessments, is inspirational. Staff are highly skilful and successful in promoting parental involvement and, as a result, they achieve an exceptional support system for children and families.

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

The highly effective key persons system supports children emotional well-being and reflects their individual care needs. As a result, children form strong attachments and a strong sense of security. Parents speak highly of their child's key person as well as the overall service the team provides.

Children's behaviour is generally very positive and staff support this well through praise and encouragement. Staff liaise with parents if they have concerns about a child's behaviour to establish if their parents are experiencing the same challenges at home. This enables them to understand why certain behaviour may be occurring and to provide a consistent approach to supporting the child.

The many and varied physical activities help children to think about safety and how their bodies work. For example, staff encourage children to think about how they feel and what their hearts are doing as they jump around during a warm up exercise. Staff also plan activities carefully to help children learn how to protect themselves. For example, the role play construction site outside requires children to wear hard hats. Staff routinely remind children to think about the spaces they are using and to be aware of the presence of other people. Parents support the nursery's health eating policy by providing nutritious snacks and lunch boxes for the children. Staff offer children a choice of milk or water to drink.

Overall, environments and routines are highly stimulating and are effective in supporting children to progress in their learning and development. There is a balance of adult led and child initiated activities throughout the day, although the morning session tends have more adult direction than the afternoon. This means that children who only attend in the morning receive slightly less encouragement to develop independence in their learning as those who attend all day.

Links with local schools are outstanding and, as a result, staff are able to work with parents and teachers to make each child's move to school as easy as possible.

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

The provider confidently monitors all aspects of the nursery provision. She is highly aware of her responsibility to promote children learning, development, safety and welfare. This means that children make good progress in a safe and stimulating environment. Staff collect information about children when they first start and encourage parents to continue to share information throughout their child's time at the nursery. Staff provide details of children's development with parents and maintain progress records that clearly shows what children can do. Therefore any concerns about children's development are identified quickly, discussed with parents and, if necessary, referrals are made to other professionals.

Staff have experience of working closely with a range of other professionals to support children's development. Information sharing between agencies and parents is very effective in meeting the needs of all children. The leadership and management of the nursery is exceptionally strong. Recruitment processes are robust with appropriate checks to determine the suitability of staff to work with children. Staff are very knowledgeable about safeguarding. They have a thorough awareness of the signs and symptoms that may give them cause for concern and know the process to follow should the situation arise. All staff have relevant paediatric first-aid training and share information about children's health, such as allergies, effectively to make sure all children are kept safe from harm.

The quality of self-evaluation is outstanding. Staff, parents and children all contribute to this and staff monitor the impact of changes to make sure they are helping to improve outcomes for children. Staff welcome change and are always looking for areas to improve to keep children interested and motivated to learn.

Staff have regular opportunities to develop their practice through formal training and staff meetings. The provider regularly observes staff interaction with children and provides them with individual feedback. Staff use these opportunities to strengthen their practices and make changes that are beneficial to their own development and to the children. Staff are highly qualified and skilled. This results in children and families receiving exemplary services and benefitting from environments that are nurturing of children's potential.

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

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|------------------------------------|----------------------------------|
| Unique reference number | 146060 |
| Local authority | Wiltshire |
| Inspection number | 825892 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 6 |
| Total number of places | 34 |
| Number of children on roll | 43 |
| Name of provider | Cheverell Old School Nursery Ltd |
| Date of previous inspection | 28/01/2010 |
| Telephone number | 01380 812418 |

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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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