

# Little Nightingales

Nightingale First School, Nightingale Drive, NORWICH, NR8 6LA



## Inspection date

25 March 2015

Previous inspection date

5 December 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching across the nursery is very good and some is outstanding. Children progress well as well-qualified practitioners have high expectations of them. They provide challenges that effectively promote children's learning and development.
- Children are extremely well prepared for school because of the excellent partnership that has been developed with the on-site school. This means that practitioners fully understand how they can support children's preparation for school. Additionally, it gives the teachers in the school a complete understanding of the children's personalities and abilities.
- The provision for children with special educational needs and/or disabilities is excellent. Practitioners plan for and target children's learning specifically to their individual needs. As a result, they become confident, independent learners who enjoy their time at the nursery.
- Highly effective settling-in processes enable parents and their children to build exceptionally close relationships with key practitioners. As a result, their individual care needs and well-being are met extremely well.
- An abundant range of toys and equipment, both indoors and outside, allows all children to play freely and expressively. Those who wish to have quieter times are well supported in this. All areas of learning are well planned for each day and reflective of the needs of each individual child's next steps.

### It is not yet outstanding because:

- Some practitioners occasionally miss opportunities to allow children to challenge their physical skills. This is particularly evident on larger play equipment and during snack time.
- Practitioner support meetings are not always used to fully enhance the learning and development of every member of staff.

## What the setting needs to do to improve further

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

- allow children greater opportunities to challenge their already very good physical skills, particularly with regard to the use of larger play equipment and in the handling of tools during snack time
- improve support meetings for practitioners to allow everyone working with children the opportunity to discuss their ongoing learning and development needs.

### Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector observed activities in both playrooms and the outdoor area.
- The inspector conducted a joint observation with the manager.
- The inspector checked policies and evidence of the suitability of the staff, their qualifications, assessment records, self-evaluation and planning documents.
- The inspector held discussions with the children, staff and parents at appropriate times throughout the inspection.
- The inspector held a meeting with the manager and the head teacher of the school.

### Inspector

Alex Brouder

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Practitioners know individual children very well. They use information gained from observations and assessments of children effectively, to plan interesting and engaging activities. Practitioners offer a wealth of experiences across the seven areas of learning to support children's curiosity, both inside and outside. This makes learning real for children and strengthens their understanding. As a result, children develop the skills they need for starting school. However, children are not always able to challenge their growing physical skills, for example, on large play equipment or by using tools to help prepare snack. Children enjoy opportunities to play independently, and practitioners sensitively engage with them at appropriate times. Children's language and communication skills are successfully enhanced. Children delight in practising their early writing as they make marks in the shaving foam. They remark on letters formed and begin to know words that begin with these. Children's imagination is very well developed. They thoroughly enjoy exploring the mud kitchen, making 'cakes' and cooking these in the pretend microwave. Parents have access to their children's secure records online and can contribute to these at any time.

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

Practitioners have a thorough understanding of the nursery's policy and procedures for safeguarding and protecting children's welfare. Children's well-being is central to the nursery's work. Children feel valued, respected and develop a true sense of belonging. Support for children with special educational needs and/or disabilities is exceptional. Practitioners work hard to provide an inclusive environment. This is reflected in the range of visual timetables on offer and through a range of one-to-one learning opportunities. Staff respond readily to any changes, and discuss these with parents, supporting the well-being of every child. Children clearly demonstrate excellent interpersonal skills and self-esteem. Children behave exceptionally well and play cooperatively with others. In order to boost their self-confidence, practitioners continually acknowledge children's achievements and their positive behaviour. A variety of healthy and nutritious snacks are provided for the children. This is developing their understanding of a healthy diet and lifestyle.

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

The management team ensures that the requirements of the Early Years Foundation Stage are implemented very well. Practitioners are encouraged to attend relevant courses, such as first aid and safeguarding, to enhance the provision for the children. Overall, most staff have regular meetings to discuss their continued practice. However, not all staff have the same opportunities to discuss their training needs, in order to extend their professional development as much as possible. Robust recruitment and safeguarding procedures protect children from harm. Educational programmes are monitored through planning, moderation of children's Virtual Learning Environment and the use of tracking documents. The provider's reflective practice drives ongoing improvement.

## Setting details

<b>Unique reference number</b>	EY348676
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	849456
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	54
<b>Number of children on roll</b>	87
<b>Name of provider</b>	Nightingale First School Governing Body
<b>Date of previous inspection</b>	5 December 2011
<b>Telephone number</b>	01603 867 976

Little Nightingales was registered in 2007 and runs from two rooms within Nightingale First School in Taverham, Norfolk. The setting employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 and above. The setting opens from Monday to Friday, during term time only. Sessions are from 9am until 4pm. The setting provides funded early education for two-, three- and four-year-old children.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). 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).

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

