

Oswestry School Prepcare Nursery

Bellan House School, 38 Church Street, OSWESTRY, Shropshire, SY11 2ST

Inspection date	17/12/2014
Previous inspection date	20/05/2009

The quality and standards of the early years provision	This inspection:	
	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		1
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 consistently good because staff use highly skilful questioning techniques to encourage children to think critically and develop their own ideas. As a result, children are enthusiastic creative learners.
- Leadership and management are effective in providing a good overview of children's progress, ensuring individual children's needs are identified, targeted, and interventions sought so that gaps are closing.
- Safeguarding of children is a priority for the manager, ensuring robust recruitment of staff to provide a safe secure environment. Children feel safe and have confidence to play independently and explore their surroundings.
- Partnerships with parents, school and outside agencies are a particular strength of the nursery. As a result, parents and other professionals make positive contributions to children's learning and support the acquisition of new skills at home.

It is not yet outstanding because

- Although the outdoor area is greatly improved, there is scope to develop further opportunities for children's mark making and use of letters and numbers in the outdoor environment, so that children learn to use literacy and numeracy in their play outdoors.

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 play activities and staff interaction with children, both in the indoor and outdoor environments.
- The inspector held discussions with the manager, staff and children during the inspection.
- The inspector undertook a joint observation with the manager.
- The inspector examined a representative sample of children's records, policies and procedures and safeguarding children documentation.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Patricia Pickens

Full report

Information about the setting

Oswestry School Prepcare Nursery opened in 2008 and is privately owned. It operates from a newly renovated building in the town of Oswestry, Shropshire. Pre-school children are cared for within the main school building. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week, from 8am until 6pm, all year round except on bank holidays. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area. There are currently 121 children in the early years age range on roll. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. There are currently 18 staff working directly with the children, all of whom have an appropriate early years qualification. Twelve of the staff have qualifications at level 2 or 3. Five of the staff hold qualifications at level 4 or above. The nursery receives support from the local authority. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- develop further opportunities to promote children's use of numbers and mark making in the outdoor environment, to allow children to express themselves and acquire early numeracy and literacy skills as they play.

Inspection judgements

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

Children are happy, enthusiastic explorers of this warm, friendly nursery. They are confident learners who are able to solve problems and use creativity in making decisions. Staff support and encourage children to develop their own ideas, to try new things and take risks to succeed. Children's knowledge and understanding of the world is enriched by their participation in a wealth of learning experiences and activities, in which staff support communication and language skills well. For example, children enjoy learning in a small group programme. They are inspired by being introduced to a furry puppet as they sing a welcoming song. Listening carefully is emphasised and children excitedly observe the appearance of a family of ducks, after successfully guessing who is making animal sounds in the sack. An absorbing activity ensues as children consider questions, such as 'Where do ducks live?' and 'How can we travel to the pond?' Children's suggestions are listened to and valued as they discuss ducks observed at a nearby lake. They learn a song about how to drive fast, slow and stop, listening for instructions in a variety of ways by looking, listening, taking turns and sharing. Children express their ideas, placing the ducks on a pond and acting as waves rippling gently and crashing loudly. They become instantly absorbed in playing musical instruments, creating their own movements and impressions

of sounds made from wood, metal and plastic materials. Children's laughter demonstrates their excitement as they proudly show their stickers awarded for their enthusiastic participation. This promotes confidence and self-esteem, as children show enjoyment in their own achievements.

Educational programmes have depth and breadth across all areas of learning, enhanced by a range of excellent resources, which create a stimulating exciting environment for children. Staff provide interesting and challenging experiences, which meet the needs of all children, based on an accurate knowledge and understanding of how to promote the learning and development of children. The individual playrooms are bright and colourful. Children are fully involved in initiating their own play experiences and organising resources, supported by staff who value children's preferences and interests. The quality of teaching is good because staff use skilful questioning techniques effectively to extend children's learning and re-shape tasks to accommodate children's ideas. Staff respond effectively to individual children's interests and support spontaneous learning opportunities. For example, during free play children show interest in the use of technology and are delighted when toy laptops and tablets are provided by observant staff. They encourage children to press buttons to make sounds and lights appear on the key board. Children use the mouse as a telephone, saying hello, holding it to their ears and becoming fully absorbed in imitating adults in their play. Babies extend their learning about the world around them by exploring treasure baskets filled with natural materials. They move to music and shake instruments in enjoyment to the sound of an adult's singing. They play independently, discovering their safe, stimulating environment with interest, determining their own pace and length of involvement in each activity. Staff frequently praise children's efforts, extend more able children to move on to the next level of progression and provide challenge and interest for children of all ages. Older children are encouraged to clear away their own resources in preparation for lunch and when going outside to play. In this way, children develop key skills and independence needed for school. However, although improvements are being made to the outdoor environment, in particular by renovations to the main school buildings, there is scope to develop the use of numbers and letters in the outdoor environment, so that children have opportunities for mark making and to recognise early literacy and numeracy in their play.

An exceptionally well-established key-person system helps staff carry out regular spontaneous and planned assessments on children to plan next steps, tailoring activities to meet individual children's needs. This ensures all children, including those with special educational needs, are progressing well towards the early learning goals and any gaps are closing rapidly. Children are working within the typical range or exceeding levels of development for their age. Communication and language development is effectively supported through use of puppets, books and songs, where all children are attentive and contribute. Staff encourage creativity with enthusiasm, allowing children to lead the group, singing their favourite songs individually, adding to a sense of achievement and fun, soon evident by the sound of children's applause and laughter. This promotes children's personal, social and emotional development, as they initiate their own friendships, sitting closely with others to share joint learning experiences. They develop key skills and independence needed for school. Parents are actively involved in their children's learning through strong partnerships with staff. Children's Special books and developmental trackers are shared with parents, who frequently talk to staff about children's learning.

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

Settling-in procedures for new children are exceptionally well embedded and effective, with discussions between parents and staff to meet individual family needs. Parents are very complimentary about the 'warm, friendly staff' and 'wonderfully strong relationships' their children are making right from the start. Children demonstrate they feel a strong sense of belonging and security. Children are actively encouraged to develop independence and to care for their environment. For example, children participate in setting out and clearing away their own plates, cups and cutlery at lunchtime, learning skills in preparation for starting school. They sit in intimate groups, socialising with friends. Afterwards, some children collect their bags and artwork for home time. This allows flexibility for families dependent on their individual needs and the choice of sessions is fully appreciated by parents who comment on 'the excellent flexibility of times and days' they are offered.

Children are supported in keeping themselves and others healthy by learning to address their own personal needs. They are supervised in the safe use of toilets and encouraged to wash their hands. This promotes well-being and limits cross infection, instilling a healthy lifestyle for children. As a result, they develop self-help skills of independence and confidence in caring for themselves and others appropriate to their age and level of understanding. An exceptionally well-embedded key-person system ensures children form very happy, secure attachments with staff and each other. Staff model and consistently give clear guidance on expected behaviour, providing secure boundaries for children. As a result, minor conflicts are minimised, strengthening relationships amongst adults, children and their peers.

Children learn to manage risk through activities outdoors, enjoying vigorous play in the fresh air. In this way, staff actively promote a healthy lifestyle and use the outdoor area effectively to promote physical development. For example, children drive tricycles and scooters with skill. They learn to control whole body movement successfully when working as a team on the giant log swing. Children are busy in their play, laughing and learning together, moving excitedly from one activity to another. Children's safety and safeguarding are central to everything staff do. They effectively support children's growing understanding of how to keep themselves safe and healthy. Secure fencing and double locked gates enclose the gardens. A variety of wooden houses, castles and growing areas, provide opportunities for children to work and play together imaginatively. This promotes self-esteem and a sense of belonging. In this way, children are prepared emotionally and socially for the next stage in their learning journey, including school.

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

The safeguarding and security of children are a priority for the management team, who ensure rigorous daily risk assessments, both indoors and outdoors, are in place. This means that the children's environment is safe and secure at all times. Staff are able to demonstrate an excellent awareness and understanding of potential harm to children and

are very confident in dealing with any potential safeguarding issues or causes for concern. Children's behaviour shows they feel safe in the nursery, as they share concerns with familiar adults. Visitors are challenged and their identity is checked. Robust recruitment procedures ensure children are cared for by suitable staff. Security arrangements are effective to ensure children's safety. For example, parents bring their children to nursery through a secure front entrance, controlled by staff keypads and security cameras. Staff supervise admittance rigorously by checking visitors through observation windows to ensure security of children. Daily attendance registers are completed. Staff monitor each child leaving the premises, as children are encouraged to put on coats and collect artwork while waiting for parents to arrive. As a result, the move from nursery to home is managed effectively and parents are able to spend time conversing with their child about the day's activities.

The manager is an inspirational leader, who has an excellent understanding of her role and responsibilities within the Early Years Foundation Stage. She is an experienced, highly motivated leader, who has a clear view of how to drive forward improvements for the benefit of the children entrusted to her care. Performance management is effectively linked to staff training, through rigorous peer assessment and support for staff. This results in children making consistently good progress because of the high-quality teaching experiences they receive from senior staff, who are working to disseminate their experience throughout the team. The management team has an excellent overview of the educational programmes in all areas of learning. Assessment of children ensures planning is extensive, offering a broad range of challenging and interesting learning experiences for all children.

Partnerships with parents, other agencies and the school are extremely strong, forging excellent links with teachers, so that children are supported in their learning now and in the move to school in the future. Professionals specialising in additional needs make a strong contribution to children's learning. Parents are abundant in their praise; they feel their children are safe and cared for by 'dedicated staff, who are friendly, professional and full of enthusiasm.' They say 'Our children are extremely happy and look forward to coming to nursery every day'.

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	EY381866
Local authority	Shropshire
Inspection number	858709
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	65
Number of children on roll	121
Name of provider	Prepcare LLP
Date of previous inspection	20/05/2009
Telephone number	01691 661931

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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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