

# Oswestry School

## Prepcare Nursery

Bellan House School, Oswestry SY11 2ST



<b>Inspection date</b>	22 February 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

### Summary of key findings for parents

#### This provision is good

- Teaching is strong. Some staff's teaching is better than good, especially their promotion of children's outstanding personal, social and emotional development and physical skills.
- The management team's evaluation is precise and accurate. The manager uses the views of others, such as children, to promote continual development. For instance, using children's suggestions, staff have increased children's independence at lunchtime. Children as young as two years serve their own food and clear away their own plate.
- Staff work well with parents from the outset to assess children's progress. They also consider information from staff at previous settings children attended in their assessments.
- Children are developing well. In some aspects of their learning they achieve beyond the expected levels of development for their age. Children are confident and self-assured learners. They understand what they have achieved and recognise their own abilities.
- Staff work closely with the host school to provide a range of additional learning experiences for children. For example, children take part in forest school sessions and swimming classes. These have a positive impact on children's learning experiences. For instance, children develop excellent moving and handling skills and an awareness of safety.
- Children's behaviour is excellent. Staff are highly skilled at supporting children to resolve their own minor conflicts independently.
- The management team does not precisely use the information obtained about the progress of different groups of children to help rapidly reduce any differences in learning.
- The manager has not yet fully embedded the planned changes for staff supervision to help to raise the overall quality of teaching to a consistently outstanding level.

## What the setting needs to do to improve further

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

- make better use of the information about the progress of different groups of children to help rapidly reduce any differences in their learning and further raise their outcomes
- strengthen the supervision of staff practice to help to raise the overall quality of teaching to a consistently outstanding level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the management team. He looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents during the inspection and took account of their written feedback.

### Inspector

Scott Thomas-White

## Inspection findings

### Effectiveness of leadership and management is good

The monitoring of individual children's learning is robust. Staff quickly identify children who are not making the expected progress. They work closely with the special educational needs coordinator and parents to implement effective interventions. Safeguarding is effective. Leaders risk assess learning experiences for children, while still allowing them to take appropriate risks. For instance, children enjoy learning how to balance on two-wheeled bikes. They understand they need to wear a helmet to help to protect them if they fall. Child protection and safer recruitment procedures are robust. Staff know what to do if they have a concern about a child's welfare.

### Quality of teaching, learning and assessment is good

The activities staff provide are challenging to help children to develop the skills they need for the next stage in learning. For example, in the pre-school unit, staff build on children's prior interest and understanding of spring flowers from a recent trip to the park. They provide planting activities to help children to learn about plant structures and how they grow. Staff skilfully take the opportunity to enhance children's excellent social and physical skills. They encourage them to work as a team and use tools safely to plant their spring flowering bulbs. Staff working with babies make the most of learning opportunities as they arise. For example, during outside play, staff encourage babies to listen to environmental sounds such as sirens. This helps them to develop their listening skills as they attempt to repeat the sounds they hear.

### Personal development, behaviour and welfare are outstanding

Staff go above and beyond to promote children's awareness of healthy lifestyles. They take the time to explain to children the reasons why they must wash their hands and the benefit of doing so. Staff sensitively help children, especially young children, to settle very well in the nursery, including those who have recently started. Staff are exceptionally nurturing, and this helps babies to form strong bonds and attachments. Children feel secure from a young age and develop exceptionally high levels of confidence as they progress through the nursery. Leaders work hard to ensure the curriculum is rich and varied for children. This helps to provide them with positive learning experiences about the wider world. For example, staff teach children about the customs of their own celebrations, such as Chinese New Year. Children enjoy tasting Chinese food and learning about how people celebrate the festival in China.

### Outcomes for children are good

Children demonstrate extremely high levels of motivation in learning. Older children concentrate intently on activities. For instance, they closely observe spring flowers such as hyacinths in a vase, and then choose the correct shade of paint to make marks on paper representing the flowers. Overall, children make good progress in their learning, especially in relation to their starting points.

## Setting details

<b>Unique reference number</b>	EY539553
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10079885
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	75
<b>Number of children on roll</b>	119
<b>Name of registered person</b>	Prepcare Day Nurseries Ltd.
<b>Registered person unique reference number</b>	RP539550
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01691661931

Oswestry School Prepcare Nursery registered in 2016. It is one of five nurseries operated by the same provider. The nursery employs 23 members of childcare staff. Of these, 22 hold appropriate qualifications at level 2 or above, including the manager who holds a level 4 qualification. The nursery opens all year round from 8am until 6pm, Monday to Friday, except for bank holidays. The provider receives funding to provide free early years education for two-, three- and four-year-old children.

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