

Wrens Nursery

Hooke Court, Hooke, Beaminster, Dorset, DT8 3NX

Inspection date

Previous inspection date

08/10/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

- Children thrive in the stimulating and nurturing environment. They are confident, well motivated, and have formed excellent bonds with their key person.
- Staff have high expectations of children. They keep detailed records to assess and monitor children's progress and successfully link this to the planning. As a result, children are making rapid progress in their learning.
- The quality of teaching is exceptionally good with an extremely strong focus on helping children acquire physical, and communication and language skills.
- Children benefit enormously from the high-quality resources and learning spaces. Staff are vigilant in maintaining safety while teaching children how to manage risks and challenges.
- Parents are fully engaged in their children's learning. Staff share children's targets and next steps, offering suggestions for parents to support children's learning at home.
- The manager shows inspirational leadership. The continual drive for improvement, alongside a targeted programme of professional development, means that staff are constantly improving their skills and practice.

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 children's play and staff interaction, indoors and outside.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector talked with staff, parents, and held discussions with the manager of the nursery.
- The inspector looked at documentation including a sample of children's records, planning and staff suitability records.
- The inspector looked at the systems used to review and evaluate the nursery.

Inspector

Dinah Round

Full report

Information about the setting

Wrens Nursery registered in 2003. It is located in a separate building within the grounds of Hooke Court Residential Field Study Centre, situated in the village of Hooke, near Beaminster in Dorset. Children have use of many areas of the school and its grounds, including the adventure playground, gymnasium, tennis courts and playing fields. The nursery is open from 8.45am to 3.30pm every weekday during school term. Children attend from a wide catchment area. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 27 children on roll. The nursery receives funding for the provision of free early education for children aged two, three and four years. They support children who have special educational needs and/or disabilities. There are four staff who work with the children including the manager. All staff have early years qualifications, and the manager is a qualified teacher and holds Early Years Professional Status.

What the setting needs to do to improve further

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

- enhance opportunities to further children's learning and growing independence, so they learn to do more things for themselves during the activities and daily routines.

Inspection judgements

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

Staff have an excellent understanding of the Early Years Foundation Stage learning and development requirements. They have an outstanding knowledge of how children learn and place a strong emphasis on helping children acquire the skills to be ready for the next stage in their learning. Consequently, children flourish in the challenging and inspiring environment. The quality of teaching is exceptional. Staff interact positively with children continually enhancing children's learning and development. They organise specific group activities to focus on letters and sounds, and numeracy activities. Children had fun as they joined in a game of, 'I Spy', listening to different sounds that make a word then selecting wooden animals that link to the word. Staff introduced lots of repetition of the sounds and words, skilfully adapting the activity to suit each child's individual level of understanding. Children actively engaged and listened well, showing that they recognised the particular sounds of the words. This successfully promotes children's speaking and listening skills. Children thoroughly enjoyed the familiar story acted out by the staff. Excellent use of props by the staff captivated children's interest, and they eagerly joined in with familiar words and phrases. Staff leave the props out for children to use and retell the story themselves. This promotes children's active learning and develops their communication and language.

Children are motivated, keen to learn and eagerly join in the activities. Staff provide a stimulating outdoor play environment which excites children and fires their imagination. The children enjoyed playing and exploring as they collected logs in their tractor and created cakes in the mud kitchen. They had great fun as they climbed up the adventure trail and used crates as seats, hoops for steering wheels and seat belts, then drove their pretend car to the pirate island. Staff are skilled practitioners allowing children to follow their own ideas and interacting to extend children's play effectively. Staff make excellent use of the grounds around the nursery. They take children on daily walks to teach them about nature, how to care for the animals, and about the world around them. Children grow their own vegetables and pick them to use in the cooking activities. This teaches children about where their food comes from. Staff use number with the children throughout activities and the everyday routines, such as at snack time. For example, they asked children to count if there is the right number of cups for the number of children at the table, helping children figure out they have, 'One too many'. This encourages children to work things out for themselves as they compare the two numbers. Children have access to an extensive range of materials and mediums, which adds to their enjoyment and develops their creativity.

Staff use assessment very successfully to monitor and track children's progress. This is through the detailed learning journey scrapbooks, containing photographs and ongoing observations. Planning of play activities is successful because it is centred on children's interests and the individual next steps in their learning. As a result, children make rapid gains in their learning and development. Staff actively involve parents in their children's learning regularly sharing children's learning journey records. They encourage the parents to contribute comments on how they are supporting children at home, offering tailored guidance on the ways parents can follow on what children learn at nursery. Special events are organised, such as forest school activity mornings, to invite parents to come and work alongside their child. This productive partnership supports children's learning and development extremely well.

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

Children thrive in the calm, caring and nurturing environment. The staff's excellent understanding of the needs of children and effective key-person systems means children form secure attachments. The key person talks with the parents on a daily basis, to enable them to support children's emotional and physical well-being consistently. Children are confident and emotionally prepared for the next stage in their development. Staff actively encourage children to learn to do things for themselves, such as putting on their waterproof clothing and boots when they go outside. This is not always consistent as staff miss some opportunities to maximise children's self-care, for example in accessing hooks for their paintings and preparing snack foods. The excellent range of play activities and child-accessible resources successfully promote children's learning indoors and outdoors. Children become fully engrossed in their chosen activity and play together well with their friends. They show consideration towards others as they negotiate during their play activities, such as reminding their friends to share the play dough.

Staff give high priority to children's safety. They complete comprehensive risk assessments, including additional checks for forest school activities. This enables them to identify and minimise risks to children. Staff teach children about hazards and help them to assess risks for themselves, such as encouraging them to spot dangers and to think what to do to make it safer. Staff supervise children well and are very aware if children need additional support on the daily walks away from the nursery. They recognise the importance of encouraging children's sense of exploration and risk-taking, while giving children clear boundaries as they walk in the surrounding outdoor area. Children listen carefully, they walk slowly and hold hands, showing they understand how to keep themselves safe.

The nursery follows the forest school ethos with a clear focus on outdoor learning. Staff make excellent use of the outside environments to provide children with rich and stimulating learning opportunities. Children benefit enormously from access to lots of fresh air and exercise, and have fun as they freely play and explore. Children take part in a wide range of physical play opportunities through using the wooden play equipment and joining in activities to jump, roll, hop and skip along the grass. This offers children different challenges which successfully promotes their physical development. Staff promote children's good health very well. A healthcare plan is devised for any child with medical needs to make sure all staff have clear, detailed information of a child's daily care requirements. Children enjoy a good variety of healthy and nutritious snacks.

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

Outstanding leadership by the manager contributes significantly to the children's high levels of achievement. The skilled staff team works exceptionally well together to support children's individual needs. They continue to attend training to constantly update and refresh their knowledge and skills, such as courses on letters and sounds. The manager organises regular in-house training to support the staff's continuous professional development. She carries out staff supervisions and reviews children's learning journey records to monitor the staff practice effectively. There is a clear drive to secure improvement for children. Self-evaluation is rigorous with all staff taking an active role to review the provision. This enables the whole staff team to focus on plans for future development. Parents are actively encouraged to share their views through annual questionnaires and the parent liaison committee. Their comments and suggestions are taken on-board, such as sending home, 'Wow' stickers for parents to complete at home.

The nursery staff have an excellent understanding of the safeguarding and welfare requirements. Effective recruitment and vetting arrangements are in place to check the suitability of staff to work with children. Detailed induction procedures make sure that new staff are clear of their roles and responsibilities. There is a comprehensive safeguarding policy in place. The manager has completed safer-recruitment and internet-safety training and regularly reviews safeguarding issues with the staff team. All staff have training on safeguarding, both in-house and through attending specific local authority courses. They

have a good understanding of their responsibilities to provide safe play environments for children. The manager regularly monitors accident reports to identify any reoccurring issues so action can be taken to reduce risks in future. All staff have a first-aid qualification.

Staff have established strong partnerships with parents to provide a consistent approach to children's care, learning and development. They quickly identify when children require some additional support, liaising closely with parents and outside agencies so children receive the support they need. Staff link with other early years settings that children attend through the nursery link book to enable them to provide continuity for children's care and learning. Staff talk with children to help prepare them for the move onto school. They organise specific activities, such as a role-play area like a school to promote discussion about what to expect at school. Parents receive comprehensive information about the nursery through weekly emails, notice board, and nursery website. Parents comment positively about the nursery, sharing that they feel fully informed and how the, 'Scrapbooks with children's work is great'.

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	EY312041
Local authority	Dorset
Inspection number	984908
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	24
Number of children on roll	27
Name of provider	Hooke Court Partnership
Date of previous inspection	not applicable
Telephone number	01308 862260

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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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