

St Werburghs Park Nursery School and Children's Centre

St Werburghs Park Nursery School, Glenfrome Road, St. Werburghs, Bristol, BS2 9UX

Inspection date	29/11/2013
Previous inspection date	Not Applicable

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		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

- There is a meticulous and extensive programme for professional development, which enables consistently outstanding practice through effective coaching and training.
- Children are emotionally well prepared for their start at the nursery, and as they move to the nursery class through a highly effective key person system.
- There is inspirational leadership of the nursery, and all staff work tirelessly to improve outcomes for children and to safeguard their wellbeing.
- Observation, planning and assessment arrangements are rigorous, enabling children to make excellent progress in their learning and development.
- Staff plan the learning environments very well to challenge children effectively.

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 playing inside and outdoors.
- The inspector observed staff's interactions with children.
- The inspector and lead teacher carried out a joint observation.
- The inspector spoke to staff, children, governors, the head teacher and some parents.
- The inspector sampled a range of documentation, including children's assessment records and self-evaluation.

Inspector

Rachael Williams

Full report

Information about the setting

St Werburgh's Park Nursery School and Children's Centre provides education, care and support to children and families in the local community. The Nursery School opened in 1931 and in May 2007 the school was officially designated a Children's Centre. The nursery school is designated a National Teaching School. The setting is located in St. Werburgh's, Bristol.

The Rainbow Rooms in the nursery accommodate the two-year-old children. There are two classrooms (purple and red) and a fully enclosed garden area for outdoor play. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children may attend for sessions from 9 am until 12 pm or from 12 pm until 3 pm or from 8 am until 5 pm for 50 weeks a year. Currently there are 62 two-year-old children on roll. The nursery is in receipt of funding for the provision of free early years education for children aged two years. At any one time there are 8 places that can be bought-in as private day care. The nursery supports children with special educational needs and/or disabilities and those children who are learning English as an additional language. The majority of the children are from black or minority ethnic backgrounds.

The Rainbow Rooms are integrated into the nursery school and children's centre and governed by the school. The headteacher provides pedagogical leadership across the setting with 11 members of staff working directly within the Rainbow Rooms. All staff have early years qualifications at level 3 or above. This includes a qualified teacher.

What the setting needs to do to improve further

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

- foster even greater development of forest skills to enhance children's awareness of how to keep themselves safe.

Inspection judgements

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

There is an exceptionally high focus on developing children's communication skills for their next steps in learning. Staff skilfully teach children new skills, such as exploring the different sounds the metal saucepans can make when using different tools. Children happily engage in the activity and when they are confident, they have a go independently. Staff routinely praise and recap on children's achievements, consistently supporting their understanding with sign language. Staff make 'story squares' with the children teaching them about story structure and developing their ideas to create personalised books, taking

time to listen to them and develop their ideas. Children make decisions in their learning. For example, when a child finds a pebble she independently accesses the mark making equipment and draws a face on it. Staff clearly explain the child's movements providing the words to match her actions, such as the different facial features, so that they can learn new vocabulary. Staff model and reinforce language very well. They are respectful of children's attempts, correcting them sensitively so that they learn specific language. For example, when children ask 'can I have some of this?' staff respond 'yes, you can have some glitter'.

There is excellent support for children with special educational needs and/or disabilities and parents value the ongoing advice and guidance they receive from staff. The individual attention children receive is exceptional. Highly positive interactions ensure that children are consistently involved in activities where they play and learn together. Staff have exceptional knowledge of children's individual needs and plan stimulating experiences, which children thoroughly enjoy. For example, staff use light-and-sound toys exceptionally well to focus children's attention. Children imitate staff's actions and follow their instructions very well to press buttons to cause an effect. Staff provide excellent, ongoing commentary so that words are matched to the children's actions as they repeat activities, thereby building children's vocabulary.

Staff plan exciting experiences for the children, consequently, children are actively involved in their learning. For example, children thoroughly enjoy exploring the overhead projector and investigating how it works. They solve problems very well, such as repeating actions until they understand that when they spin a star on the overhead projector it will affect what is happening on the white screen. Staff are excellent at teaching children how to use tools and equipment, providing them with a clear explanation of how they work. For example, staff show children how to use the sand wheel, explaining where the sand needs to go and how it makes the wheel spin. They use mathematical language well to support children's understanding, such as 'shall I pour sand from my big or small pot?' This gives the children the skills to use this language confidently in their play later and to talk about what they are doing. Children use language well to describe what they are making.

There are very good opportunities for children to play and learn together to help them in their next stage in learning. For example, children sit together to participate in a song time. Staff support children very well to gain the confidence to join in with familiar songs, such as focusing their attention by providing props. Staff empower children to make choices, for example, choosing whether they would like the sparkly hat or the builder's hat. There is excellent repetition of the activity so that children are secure in the instruction to place the chosen hat 'on' their head and are exceptionally well supported to achieve through positive interactions.

There are highly impressive arrangements to assess children's progress. Parents are involved from the onset during home visits, where they share key information about their child, such as their interests and routines. Parents engage wholeheartedly in contributing to children's learning and there is specific targeted support through the early identification of children's needs. Staff skilfully record their observations of children's engagement in activities and use this information effectively to plan stimulating activities. All staff have

comprehensive knowledge of their children's next steps in learning and actively plan to support children's development.

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

The key person system is very well established and used effectively to ensure children are happy and settled. For example, skilful key persons carry out home visits and effectively engage with parents, so that parents share key information about their child for staff to use in early planning of stimulating experiences. These visits support children exceptionally well as they confidently attend the settling-in visits at the nursery and form strong attachments with their key person. Staff are exceedingly respectful of children. When children ask for help on the monkey bars staff ask permission to touch them as they teach them to come down safely. There are strong links with the nursery classes to enable a seamless move for the children to their new class. The key person shares information with new staff and visits the class with the children, attending group times and free flow activities, until children feel confident in the new environment and have built relationships with their new key person.

Children's behaviour is exemplary. Staff are very respectful of children's play giving them a five minute warning before they tidy away for group time. Children are consistently praised for their 'good listening'. Staff manage children's behaviour calmly and consistently. For example, staff ask children to sit down while they are eating. They repeat this instruction and give support using sign language so that children become familiar with expectations. When children do not follow the instruction staff calmly explain what may happen if they do not sit down. Staff teach children to read their expressions and explain that because they are not sitting down and may choke on their food that they have an unhappy face. Staff encourage children to think about what would make them have a happy face again therefore encouraging children to become aware of how their behaviour can affect others and can be resolved.

The learning environments are fully inclusive and exceptionally well organised to encourage children to make decisions for themselves. Displays are vibrant and celebrate children's achievements exceptionally well. Staff are excellent at translating learning stories and labelling on displays to acknowledge the different languages spoken in the nursery. Children have access to an excellent range of high quality toys and resources, which challenge their development successfully. Children have numerous opportunities to be outside and active in an exceptionally well-equipped outdoor environment. This includes a wildlife area where children are beginning to explore nature and understand about keeping themselves safe. While playing on large play equipment, staff are excellent at teaching children about safety, such as waiting their turn on the climbing bars so that they do not swing into each other. Staff consistently remind children about how to keep themselves safe indoors, such as asking for help to reach the sticky tape rather than climbing on a chair.

Children have excellent opportunities to explore where their food comes from. They use tools safely to sow seeds and learn how to care for them, so that they can harvest and eat

them later. Children are actively involved in healthy eating projects and parents receive relevant information, such as information on what to put in lunchboxes. Mealtimes are a sociable occasion as staff and children sit together. Children are confident to ask for help, such as cutting their food, and staff teach children to understand how to use knives safely. There are exceptionally robust procedures in place to support children's individual health needs through very detailed health care plans, which staff regularly review with parents.

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

The leadership team have a comprehensive understanding of their responsibility to ensure that dedicated staff fully implement all requirements of the Early Years Foundation Stage successfully. There are excellent recruitment and induction arrangements to enable suitably vetted and well-qualified staff to work directly with the children. This includes the excellent individual support that children with special educational needs and/or disabilities receive, to enable them to make excellent progress from their starting points. There is a meticulous programme for professional development, with accurate and beneficial coaching and training to enable staff to maintain outstanding teaching and practice. In particular, there is high quality supervision and ongoing in-house training to maintain consistent practice, especially in managing children's behaviour so that children are clear on expectations and boundaries.

There are comprehensive arrangements to safeguard children. The premises are thoroughly risk assessed and staff take every opportunity to improve the safety and security of the nursery. For example, the leadership team have worked in partnership with parents to limit congestion in the corridors. Partnerships with key agencies are excellent, to enable the effective sharing of information to support the children and families in their care consistently. Staff record any communication between parents, the nursery, or any other agencies involved with the family robustly, and this is exceptionally well monitored to ensure children receive effective support. All staff have an excellent understanding of their responsibility to take prompt action should they have a concern about a child, as they undertake regular training.

Leadership of the nursery is inspirational. The head teacher is an excellent role model and all staff are highly focused on maintaining high-quality care, learning and development. The leadership team have an excellent understanding of evaluating and monitoring the provision to drive improvement. All staff and governors have been involved in developing rigorous action plans to specifically target areas for improvement. For example, staff are currently monitoring assessment arrangements to ensure they are fully embedded to raise attainment, and that all parents are engaged in assessment processes. There are excellent monitoring systems of specific groups of children to identify any future developments in the planning of the educational programme. The lead teacher frequently monitors children's learning diaries to ensure that the system for observing, planning and assessment is consistently robust. Therefore, children make outstanding progress in their learning and development.

Staff establish highly effective partnerships with parents. Parents are warmly welcomed into the nursery and are positively encouraged to be actively involved in their children's learning, such as contributing to learning diaries. Parents speak to staff on a daily basis and staff consult with parents every six weeks on children's next steps for learning. Staff provide parents with comprehensive information about the setting, policies and procedures, which underpin the excellent practice at the nursery. Parents make positive comments about the provision. They are very impressed with the dedicated staff and, in particular, value the home visits and individual support their children receive, such as the time taken to find out how children communicate and to learn specific words in children's home language. There are strong partnerships with childminders involved in children's care, to enable staff to share information routinely to provide continuity in children's care, learning and development.

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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY275294
Local authority	Bristol City
Inspection number	915906
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 3
Total number of places	48
Number of children on roll	62
Name of provider	St Werburghs Park Nursery School & Children's Centre Governing Body
Date of previous inspection	not applicable
Telephone number	0117 903 0323

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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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