

Oyster Bay Nursery School

Joy Lane Primary School, Joy Lane, WHITSTABLE, Kent, CT5 4LT

Inspection date	13/09/2013
Previous inspection date	04/11/2010

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		2
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

- Staff use good procedures to help children develop their confidence and build strong relationships with staff and others.
- Staff provide interesting and exciting activities for children to engage them in their play.
- Staff enable children to extend their own learning by making their own choices.
- Staff use good procedures to ensure children are safeguarded and secure in the setting.
- Staff are proactive in making sure children who speak English as an additional language and those with special educational needs and/or disabilities have their needs met.

It is not yet outstanding because

- At times staff miss opportunities to encourage children to be independent.

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.

Inspection activities

- The inspector sampled a range of documentation including children's records, safeguarding procedures and accident records.
- The inspector undertook a joint observation with a manager.
- The inspector had discussions with parents, staff, and children to obtain their views.

Inspector

Linda Coccia

Full Report

Information about the setting

Oyster Bay Nursery school registered in 2009. It operates from one room in the Joy Lane Primary school in Whitstable, Kent. The nursery shares all of the school's facilities and all children have access to secure outdoor play areas.

The nursery is open five days a week from 8.30am to 3.30pm term time only. The nursery is registered on the Early Years Register. There are currently 33 children on roll. Children aged three and four years receive early years education funding. The nursery offers support to children with special educational needs and/or disabilities, and children who are learning English as an additional language.

There are four members of staff including the manager, of whom one is a qualified teacher. All staff hold National Vocation Qualification childcare qualifications at Level 2 or above.

What the setting needs to do to improve further

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

- strengthen the procedures to help children become more independent at snack time.

Inspection judgements

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

Children attend for a variety of sessions throughout the week. They engage in a wide range of both adult and self-led activities which promote their learning and development. Staff demonstrate a very good understanding of all of the areas of learning. Consequently, they provide a good range of interesting and exciting activities for children based on children's individual capabilities and needs. This allows children to develop at their own pace whilst motivating them to learn through experiential play. Staff initially gather information about children's starting points in order to identify the next steps in their learning. The regular and precise assessments help staff plan activities for each child which interest and excite them. For example, staff listen to children's requests for favourite activities and, with careful consideration, can extend the learning content by adding in other elements such as craft work and promoting shared games. This has a very positive impact on children's progress. The children's progress records clearly show that children are making good progress in all areas of learning and in some instances are exceeding expectations. This is particularly evident for those children who speak English

as an additional language and children with special educational needs and/or disabilities who are closing the gaps in their learning. This shows that all children receive good support to acquire skills for the next stages of their learning.

The activities provided are wide and varied. For example, children show they are competent in using information and communication technology as they use electronic white boards linked to the computer. They experiment with making large movements to construct drawings and make marks on the board and ably print off their designs to take home. Children use the home area equipment inventively as a restaurant, a garage, and post office. They often choose to use the quiet area as a hospital or a vet's surgery. They regularly take these role play activities outside to use the various play houses. Staff provide children with resources to construct their own venues, such as, hospitals out of large cardboard boxes and have great fun painting them.

Staff provide children with a valuable outdoor learning environment, which they are keen to explore. They plant flowers and vegetables in the raised beds, tend and nurture them, thereby learning about the natural world including growth and decay. They examine bugs with magnifying glasses and provide food for birds and bees. Children are given factual books, which they look at with staff to identify what they see in the garden. Children enjoy group story times where they can take part in the stories. They are encouraged to think about what might happen next and offer their own suggestions for story endings.

The physical activities in the garden range from ride on toys to play tunnels and tents. Staff teach children to use the trikes and scooters safely and they can be heard saying sorry to any others they may come in to contact with whilst using them. Children use good conversational skills with staff as they ask questions and give their own opinions. Children converse well with each other too. Staff teach children to be caring towards each other. For example, the older children are particularly good at including the younger ones in activities such as helping each other to operate the bubble blowing equipment. Staff have good procedures in place to help children who speak English as an additional language communicate using pictures and learnt home words. Staff support children well in their play while also knowing when to leave them to investigate for themselves, making sure they are adequately supervised at all times. Children are interested and keen learners who display the characteristics of effective learning.

Parents report they are very involved in their children's learning. They attend regular review meetings with their child's key person. Staff offer suggestions to parents for home play activities to compliment their children's learning at the setting. Staff have good relationships with parents and as a result, parents advise staff of new interests their children are developing at home. Parents are also involved during their child's two year check when they consult with staff about their children's abilities and any concerns staff may have. Staff discuss the older children's moves to school with parents. For example, children may need more practice at home to be independent at toilet times and putting on coats and shoes. Children are already very familiar with school procedures because they regularly interact with the reception class children, eat their lunches in the school hall and use the reception class's large outdoor equipment. As a result children are prepared well for their move to school and the next stages of their learning.

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

Parents report that their children are eager to attend the setting. They say that staff are welcoming to the children and ask them about their home lives and families. Through the staff's expertise and well-established key person system, children develop trusting relationships and strong bonds with them. New children are encouraged to attend for shorter sessions with their parents. This helps them to build their confidence to separate more easily from their parents. As part of the setting's improvement plan, parents are to be offered a home visit prior to their child attending. Through the use of a good range of settling in procedures children are physically and emotionally healthy.

Children demonstrate they feel safe in the setting as they move confidently around, selecting their own toys and activities. In many instances, they initiate their own play activities. Children play in a stimulating, well-resourced environment, both inside and outdoors, and play very well together in purposeful play. For example, creating a hospital area and enrolling staff to be 'patients'. The staff are excellent role models for children as they demonstrate how to encourage children to talk nicely to and show concern for others and think about safety when using the equipment. In this way, children gain an understanding of risk and are able to explore the environment without risk to themselves and others. For example, children can move equipment around to suit their own play activities but are taught to consider whether it is safe to do so.

Staff provide many activities which promote children's learning. Children understand about healthy living as they undertake lots of physical outdoor play in all weathers. Staff make children aware of the effects of physical play on their bodies. Children now know they should have regular rest periods and drink lots of water. Children play board games, which promote different types of good food. They eat nutritious snacks and meals provided by the school. However, in some instances staff do not encourage children to practise their independence in preparing their own snacks and pouring their own drinks. Overall, children are proficient in knowing how to keep themselves healthy.

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

The provider, her management team and all members of the nursery staff demonstrate a very good understanding of how to safeguard children. All staff regularly debate child protection issues and therefore all are well versed in using the provider's very good procedures to protect children. All staff have enhanced disclosures issued by the Criminal Records Bureau and some have more recent Disclosure and Barring Service Checks. The staff maintain children's personal, accident and medication and attendance records competently and take appropriate action when accidents and incidents occur. Managers regularly review the children's safety in the setting. They carry out regular risk assessments and daily checks to ensure equipment and the premises are safe.

The provider and her managers demonstrate their responsibilities towards staff by

providing support for them in their professional development. Managers and staff hold regular meetings to discuss improvements and changes in their practice. Staff have one-to-one sessions with a manager to conduct regular personal target reviews as well as an annual appraisal. The well-maintained staff files show that staff are keen to engage in further training to enhance their knowledge of childcare issues and current practice, to benefit the children in their care.

The staff demonstrate a very good understanding of how young children learn and develop and have a good knowledge of the different areas of learning. Recently, the key persons were given the responsibility to carry out the planning of activities for their key group children. Managers regularly monitor these to ensure that they meet the needs of each individual child. This ensures that children who are developing below expectations receive full support and any required interventions are in place. Managers also use computer software tracking tools to assess the progress made by different groups of children, such as, boys and children who speak English as an additional language. For example, staff obtain important words from children's home languages to help them communicate. Therefore, children receive good support for their individual learning needs.

The setting's Special Educational Needs Co-ordinator (SENCO) works with the key person to identify children with special educational needs and or learning difficulties and help support children to reach their fullest potential. The SENCO uses the provider's good procedures to liaise with parents and refer children to other health professionals, such as the speech and language department. Therefore, children receive good support for all areas of their development. The provider promotes very good partnership working with other settings. Staff liaise regularly with other settings when children attend more than one. This enables children to have different experiences in either provision whilst staff continue to monitor their progress.

Following a number of recent management changes the provider and the new management team are setting new targets for improvement in all aspects of the nursery procedures. They are currently reviewing all policies. For example, the observation and planning procedures have changed and staff and managers are now deciding on how best to record children's individual progress so that parents can see their children's progress at a glance. The provider has obtained the views of parents before changing any procedures that involved them. The staff have been active in putting forward their own suggestions about improvements. They also pass on children's comments about activities, fully involving children in the evaluation and improvement processes.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY385859
Local authority	Kent
Inspection number	931357
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	33
Name of provider	Joy Lane Primary School Governing Body
Date of previous inspection	04/11/2010
Telephone number	01227 261430

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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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