

# Cradley Nursery

Cradley CE Primary School, Cradley, Malvern, Worcestershire, WR13 5NG

## Inspection date

Previous inspection date

30/04/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- Children are kept safe because all staff are well informed and have a secure knowledge and understanding of their roles and responsibilities for child protection.
- Children are able to make choices from a wide range of interesting and stimulating activities both indoors and outdoors; this supports the children's all around development.
- Children feel confident and secure in the nursery. They demonstrate this through the positive relationships they develop with staff and the happy and settled manner in which they play.
- Children gain confidence in using language because they share conversations with staff as they play.

### It is not yet outstanding because

- The nursery does not regularly evaluate completed accident forms to ensure minor risks are always most effectively eliminated, especially in the outdoor environment.
- The nursery does not always plan its indoor space most effectively to meet the needs of children of different ages; consequently, younger children do not always have the opportunity for quiet time or to access resources especially for them.

## 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 observed activities throughout the day, including a joint observation with the manager. Professional discussion took place with the manager, deputy head and chair of the statutory body.
- The inspector looked at the children's learning records, planning documentation, evidence of suitability of practitioners working within the nursery, a selection of policies and procedures, and a range of other documentation.
- The inspector spoke with the manager, childcare staff, parents and children throughout the day.

## Inspector

Tina Smith

## Full Report

### Information about the setting

Cradley Nursery was registered in 2012 on the Early Years Register. It is situated in the grounds of Cradley CE Primary School, and is managed by the statutory body of the school. The nursery serves the local area and is accessible to all children. It operates from various rooms in Cradley Primary School and there is a fully enclosed area available for outdoor play.

The nursery employs five members of childcare staff, four of whom hold appropriate early years qualifications at level 3, including one who has Qualified Teacher Status. It opens Monday to Friday during term time only. Sessions are from 8.45am until 3pm. Children attend for a variety of sessions. There are currently 26 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds.

### What the setting needs to do to improve further

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

- consider ways to further remove or minimise minor risks, for example, by assessing how and where an accident takes place, especially outdoors
  
- consider ways for the indoor space to meet the needs of all the children, as both a place to feel at home and a place to learn.

## Inspection judgements

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

The staff have a good understanding of the Statutory Framework for the Early Years Foundation Stage, and teaching is rooted in a good knowledge of how to promote the learning and development of children. The nursery plans activities and play around the children's interests; these are varied and cover all areas of learning. For example, children play with a selection of puzzles and they concentrate and think carefully as to what piece fits where. Children take turns to identify different fruits by closing their eyes and smelling them. Staff engage them in meaningful conversation and a child confidently declares 'that's lemon; my mummy has it on her pancakes'. Staff challenge their thinking by asking all the children what they have on their pancakes. This develops the children's communication skills as well as promoting their self confidence and self-esteem. These are skills which help prepare children's readiness for school when the time comes.

The nursery gathers information from parents on induction about their child's interests, care needs, routines and what they can do at home. This information is used to plan activities and play around the child's individual interests; for example, ensuring the dolls and pushchairs are readily available, as well as the cars and tractors. Staff regularly observe and assess where children are in their learning and development, and this is accurately linked to the 'Development Matters in the Early Years Foundation Stage' guidance. All children have a learning journey book, which contains photographic evidence, as well as observations of the child's learning. This is easily accessible to both parents and children, who have regular opportunities to re-visit past learning experiences. Also, parents are asked to contribute to their journey by adding what children did at the weekend. This complements children's learning and helps them make good progress. The nursery is completing the required review of each child's progress that must be completed when a child is aged two, and parents are asked to contribute to this.

Children are developing effective learning skills as they freely choose toys that reflect their current interest. They express their creativity through a number of activities and resources. Children use paints to make pictures and junk to create models. They enjoy using big chinks to make marks in the playground; others sit quietly in the book corner practising their writing skills. Children give meaning to their marks as they proudly say, 'that's my name'. Children engage in imaginary play and enjoy filling boxes with sand, telling a member of staff 'it's your dinner'. Children explore shape, space and measure as they fill and empty various containers with water. They take pleasure in watering the recently planted flowers. Children use numbers throughout the day, for example, they count how many plates and cups are needed for snack. Children have independent access to books and handle them correctly.

Children's physical development is promoted well because they have free-flow to a well-resourced outdoor area. Children think critically as they pour water over carefully balanced guttering, and giggle with delight as the water splashes on the floor, jumping to get out of the way. The children are often invited to take part in activities run by the school. These experiences help them to learn to be sociable with others and to begin to understand about their community.

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

Key aspects of children's well-being are good. The environment is well resourced, warm and welcoming. However, staff do not consistently plan indoor space to meet the needs of children of different ages. Younger children do not always have the opportunity for quiet time or to access resources especially for them. Therefore, their all-round development and emotional well-being is not consistently fully supported as well as possible.

Staff seek relevant information from parents when children start at the nursery. They do this through written information, settling in visits and discussion with parents. Parents are also invited to attend stay and play sessions. All of which ensure that children make a smooth transition into nursery. The nursery has an effective key person system which helps children to form secure attachments. Staff are caring and kind and children

confidently approach them for cuddles, support or reassurance. As a result of these relationships, children are confident and enjoy trying new experiences and happily investigate their play.

Children's behaviour is good because it is managed positively with praise and encouragement. Staff are positive role models, giving clear guidance about what is expected. Children are encouraged to share and to be gentle with each other, for example, when a child falls over, another helps him up, before asking a staff member for 'Mr Bump', the cold compress. Children are learning about keeping safe because staff talk to them about dangers, such as fire, they also conduct regular fire drills. However, staff do not evaluate or assess accident records as well as possible, consequently, minor risks are not always effectively minimised or eliminated, especially outdoors.

Children learn self-care skills as they are encouraged to complete tasks for themselves, for example they butter their own crackers and peel their own fruit, as well as putting on their own coats. Children's health is promoted because the nursery follows good hygiene procedures and practices, which meet the children's physical, nutritional and healthcare needs. The nursery provides healthy snacks and children can have hot meals provided by the primary school. Children benefit from regular fresh air and exercise because they have free-flow to a well-resourced outdoor area. They also use the school playing field for 'wellie walks', where they explore and investigate nature.

Children are well prepared for the next stage of their learning because staff give careful consideration to preparing them for school. Partnerships with the attached primary school are very good, the reception teacher knows the children well because they often visit her classroom, as well as her visiting them in their own surroundings. These visits enable the children to have a sense of belonging, as well as supporting their growing confidence and independence, aiding a smooth transition to school.

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

Staff have a good understanding of the learning and development requirements. They plan purposeful play and activities around the children's individual interests, and this enables them to make good progress in their learning. Partnerships with parents are good. Parents contribute to their child's learning by using a two-way diary, they have easy access to their child's learning journey books, and they are encouraged to comment and add to this. Consequently, parents' views are sought and valued. Partnerships with other providers and professionals are effective, with information being shared. Consequently, children's learning is complemented and supported in all settings.

Children are cared for in a secure environment because staff have a good understanding of the safeguarding procedures and know how to protect children in their care. Children are protected in the event of having an accident or being ill. This is because staff have current first aid certificates and, therefore, are up to date in their knowledge and skills to deal with these instances. Staff have a thorough knowledge of child protection procedures, which means they know what action to take if they are concerned about a

child. There are effective systems in place to show that staff are suitable to work with children, and this ensures all staff who are employed are checked with regard to experience, qualifications and suitability. All required policies and procedures are in place, and the nursery has written risk assessments, which, along with their policies, are regularly reviewed.

The nursery is well led by the manager, who is keen to promote continual development and lead the nursery forward. The manager is responsible for the day-to-day running of the nursery and the delivery and monitoring of the educational programme. She has full support from the statutory body. The team have regular staff meetings and the manager conducts appraisals with staff to manage their performance. All staff are keen to continue with their professional development and access training when this is available. Staff are encouraged to participate in the setting's self-evaluation along with parents; consequently, planned actions to identify weakness are concerted and effective. The nursery seeks and welcomes advice and support from other professionals, including the local authority, and implements changes that are suggested to enhance their practice. Parents' comments during the inspection show they are happy with the nursery, they feel their children are cared for in a secure environment, they are happy and they have fun.

## 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

<b>Unique reference number</b>	EY441997
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	808157
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Cradley C of E Primary School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01886880315

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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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