

# Forsbrook Nursery & Childcare

Blyth Bridge Children Centre, Cheadle Road, Blythe Bridge, STOKE-ON-TRENT, Staffordshire, ST11 9PW

## Inspection date

14/02/2014

Previous inspection date

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 are continually involved in rich and rewarding play activities as both the indoor and outdoor play environments are thoughtfully planned and resourced. Frequent access to the outdoors provides children with marvellous opportunities for further exploration and to create and develop their own play ideas.
- Secure bonds between staff and children are clearly evident through the inspired interaction between adults and children. This ensures children are confident and feel exceptionally safe.
- All children are confident learners and develop excellent communication and language skills as a result of carefully planned activities that build on what they know. Children gain excellent skills that provide them with a secure base from which to support their future learning.
- There is a highly effective partnerships with parents in place as staff fully value parents contribution in their child's learning and development. This ensures that parents are kept fully up-to-date and included regarding their child's progress.
- Staff have an excellent awareness of how children learn and meticulously plan so that they maximise all opportunities to extend children's learning that fully takes into account children's individual interests and play preferences. This enables children make outstanding progress in their learning and development.

## **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 conducted a joint observation with the manager of the nursery looking at staff and child interaction.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and other documentation.
- The inspector observed activities in the main playroom, school dining room and hall and the outside learning environment.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

## **Inspector**

Susan Rogers

## Full report

### Information about the setting

Forsbrook Nursery & Childcare opened in 2013 and is run by the governing body of the host school. It operates from two rooms and associated facilities in the host school. The nursery serves the immediate locality and the surrounding areas. The nursery opens five days a week from 9am until 3pm term time only. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area.

There are currently 45 children in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language.

There are currently eight staff working directly with the children, all of whom have an appropriate early years qualification. Two of the staff have qualifications at level 6 and one has Early Years Practitioner Status. The nursery receives support from the local authority. The nursery is registered on the Early Years Register.

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

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

- extend opportunities for older children to climb steps or stairs during their daily activities to further enhance their coordination.

## Inspection judgements

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

Children make excellent progress in their learning and development in this vibrant and well-resourced nursery. Staff are highly skilled and support children wholeheartedly throughout all aspects of their learning and development. As a result, children are enthusiastic, eager to learn and thoroughly enjoy their experiences. Parents are well-supported in their role through a range of innovative opportunities that include parent workshops and social outings. This provides excellent inspiration for parents to continue with the child's activities when they return home. From children's initial assessment when they start at the nursery, each child's progress is accurately tracked by their key person. This enables staff to identify any gaps in the child's learning and plan activities that are skilfully matched to their individual interests. This means that any gaps in their learning are firmly closing and all children make optimum progress. Staff meet daily to review each day's events and plan further activities that firmly build on what children know and like to do. This means the planning is strongly reflective and ensures children are constantly

stimulated. Through this, children's interests are consistently maintained as their key person knows which activities they enjoy and make sure these are always included in their planned activities.

The stimulating environment encourages children to explore and discover play experiences they enjoy. Ready access to the outdoors means that children enjoy further exciting experiences as staff ensure that children are encouraged to explore so they are eager to discover new experiences. Children enjoy accessing the outdoors through all weather conditions and learn how to be independent as they put on hats and coats. Staff provide excellent and innovative support, such as making a den so that children can read a story with staff outdoors in the rain. Staff are immensely skilled and know exactly how to pitch activities so that all children gain from the rich and varied learning opportunities offered. A group activity that supports children's literacy skills is extremely well-organised by staff. Resources and equipment are made available so that the experience is varied and the learning outcomes for children are clear. Children's listening skills are extended as they work together in a group, enjoy listening to explanations and contributing with their ideas. They develop their understanding of initial letter sounds during a cooking activity as they listen to popcorn popping in the microwave. They discuss the changes that take place during the cooking process and compare the size of the ingredients before and after cooking. Children listen carefully to the sound the popcorn makes as it cooks, developing their listening skills and ability to focus. Staff skilfully extend children's understanding of letter sounds as they introduce a game where children identify items and place them in the box with the correct label. Children are immensely confident learners as they enthusiastically discuss these items and this successfully builds on what they know. Staff know exactly how to support children's individual development needs as they have a very comprehensive understanding of the Statutory framework for the Early Years Foundation Stage and have detailed understanding and knowledge of each child's stages of development. As a result, the support offered provides excellent challenge for all children, which is finely tuned to their individual needs and ensures that they thoroughly enjoy their activities. All activities provide children with excellent preparation for the next steps in their learning and full-time school. Staff support children who speak English as an additional language very well. They learn some of the child's key words from parents and encourage children to communicate in English. Staff use sign language which is a significant advantage when they are communicating with parents, children and carers.

Parents are very well-informed of their child's activities through individual planning, learning journals and a daily board that ensures that they are updated regarding their child's daily activities. Their impressions, if their child's progresses, such as special moments or key milestones, are highly valued. These are displayed alongside children's comments about their preferred activities in nursery. Together with story books they can take home, newsletters and in-depth discussion with staff as they collect their child, the support for parents is far reaching. This provides parents with excellent inspiration and encourages them to continue with their child's learning when they return home. Staff ensure that they liaise effectively with other early years providers when children have recently moved to their nursery. This ensures that they have an accurate understanding of each child's needs which enables staff to focus on the next steps in their learning. Children who have special educational needs and / or disabilities have excellent support as staff work closely with other agencies involved with the child, ensuring that children receive a

coordinated approach and the best support available.

Children's creativity is very greatly encouraged through the stimulating play environment. This enables children to devise a wealth of imagined scenarios where they include their friends and involve each other in discussions about where their play ideas should take them. For example, two children pretend to be a snow leopard and a tiger, getting into role fully, by roaring and crawling around on all fours. Outdoors children continue with their imagined ideas as they make dens and use the wide variety of resources to extend their ideas. Strong home links are further developed as children enjoy making chocolates to take home for their parents to celebrate Valentines day.

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

Children settle easily into this nursery as they are thoroughly supported by sensitive and highly skilled staff. Parents are invited to stay with their child as they settle in to help their child feel at home. Excellent consideration is given in building up the time children spend at nursery without their parents. This is individual for each child, ensuring that by the time they are left with staff they are confident and capable of coping. Children display immensely comfortable relationships with their key person and readily seek them out for reassurance and to include them in their play. Warm and caring staff are fully focused on the needs of each child and are dedicated towards providing excellent care arrangements and stimulating learning opportunities. Staff ensure that that have comprehensive knowledge of each child's needs before they commence attending. They collate information through the very effective partnership with parents, other professionals that are working with the child and other early years settings that the child attends. This enables staff to comprehensively understand the child's family circumstances and individual needs of the child and implement highly effective plans for their further progression. There are excellent transfer arrangements for children when they start full time education. There are strong links with the school as all children use areas in school during the sessions. Reception teachers visit children in nursery and get to know them before they start. This excellent practice encourages children to look forward to the new step in their learning as a positive experience.

Children's good health is superbly promoted through wide ranging active play both indoors and outdoors. They have an excellent understanding of healthy options and where food comes from as they enjoy fresh fruit water and milk at snack time. This is further developed through shopping for cooking ingredients when they buy food for their snacks. Children have extensive access to the outdoor area and there are active indoor play activities. For example, children use the main hall for movement and music sessions and the nature garden to help with their understanding of the wider world. Children's physical develop is very well-promoted overall, although, there is room to improve the older children's coordination skills through simple activities, such as climbing steps and stairs during the day. Children become very confident in the school environment as they use the school dining room to eat either a packed lunch or a school meal. This familiarises them with the route to the dining room and ensures their needs are thoroughly met during lunchtime. Designated lunchtime staff provide excellent support and opportunities for

children to discuss aspects of healthy eating and help children familiarise themselves with the school environment. Strong links with teaching staff ensure that children's transfer to school is seamless as key persons and teachers share information regarding children's progress before the child attends school. Strong liaison with other early years providers ensure that any assessments and information regarding the child is valued and enables staff to fully meet all aspects of the child's well-being.

Children develop excellent levels of self-control during activities as they behave well and eagerly include each other in their play activities. Staff encourage children to fully explore their play environment and reflect the changing needs of the children that attend by constantly reviewing the layout of the room and outdoors so that this results in a rich and varied learning environment that constantly reflects and sustains children's interests. This provides children with extensive opportunities to explore and manage risks and challenges throughout their learning.

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

Inspired leadership provides staff with clear focus that drives forward the continually improving ethos of the nursery. This results in staff who have a superb understanding of the Statutory framework for the Early Years Foundation Stage. Assessments and observations are precise and identify children's interests and preferred style of learning. Staff then use this to provide a fantastic range of activities that fully engage and stimulate them. An extensive range of assessment tools enable the educational programme to be meticulously monitored and staff to promptly plan further activities for each child according to their preferred ways of learning. The drive towards further excellence is unrelenting and staff both share positive practice with other early years settings and are eager to learn from other settings and develop their skills further. External consultants and regularly updated action plans form part of the continual drive towards improvement and self-reflection for all staff. As a result, the staff group demonstrate excellent team working skills and this results in a highly effective collaborative approach, that thoroughly supports children's needs where staff continually aim for excellence in all areas.

Managers and staff have an excellent understanding of their responsibility to protect children. They regularly attend safeguarding training and are fully aware of what would concern them regarding a child's care. Safeguarding issues are reviewed at each team meeting and during staff supervision and appraisals to ensure children's continuing safety. The collection of children by their parents during the after school sessions are organised exceptionally well to ensure children's ongoing security and safety. Staff are immensely well-supported during their professional development through a range of in-house and external training opportunities. They are regularly included in school training sessions with teaching staff so further extending their knowledge and skills and they have access a range of additional training opportunities beyond this. Staff successfully use the observations of each others practice as a valuable tool to assess the quality of their interaction with children. Regular staff appraisals use the peer observation to ensure staff child interaction is excellent at all times and that their professional skills are fully

maximised and extended. Staff work exceptionally well together, supporting each other and are continually striving towards improvement of their already excellent understanding and practice. The recently introduced handheld computer assessments enable staff to photograph and immediately evaluate and record children's activities and share this with their parents. Staff then use this information to identify how each child learns through play and plan accurately for the next steps in their development. This enables staff to ensure that the provision is very thorough in meeting the safeguarding welfare and learning and development requirements of the Early Years Foundation Stage, and has effective systems to monitor their implementation. The provider makes the most of learning relating to safeguarding and child protection to improve practice. There are highly effective partnerships in place with external organisations that support children with special educational needs and/or disabilities. Staff always attend meetings attended by a variety of professionals to ensure that all children have optimum opportunities to develop and extend their learning. This means the nursery clearly identify any gaps in a child's learning and put in place excellent support that is well-targeted.

## 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

<b>Unique reference number</b>	EY467865
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	933646
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Forsbrook C.E Primary School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01782392577

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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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