

Briston Community Nursery School Ltd

The Copeman Centre, Hall Street, Briston, MELTON CONSTABLE, Norfolk, NR24 2LG

Inspection date	25/11/2014
Previous inspection date	06/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Teaching is good and at times it is outstanding. This is because staff have a clear understanding of how children learn and develop. Activities are well planned, following children's individual needs and interests. Consequently, children make good progress.
- Staff have a good understanding of their role in protecting children from harm and safeguarding arrangements are strong. As a result, children are cared for in a safe environment.
- Staff establish warm and respectful relationships with children. These strong attachments mean children settle well and become confident.
- Partnerships with parents are well established. Parents are effectively engaged in supporting children's continuing learning and development at home.
- Self-evaluation is accurate. Staff are very reflective of their practice and actively seek parents' views to continually improve the provision for children.

It is not yet outstanding because

- Supervision is not fully embedded to include observations of teaching practice, which means opportunities to share very good practice with all staff are not maximised.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the pre-school room, playroom and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the provider and the manager of the provision and spoke to staff throughout the inspection when appropriate.
- The inspector looked at children's assessment records and planning documentation
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Gail Warnes

Full report

Information about the setting

Briston Community Nursery School Ltd is well established and was registered in 2006 under its current management. The setting operates from two rooms at the Copeman Centre in the village of Briston, in Norfolk. Children have access to an enclosed outdoor play area. The setting is open each weekday from 8am to 6pm for 48 weeks of the year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The setting provides funded early education for eligible three- and four-year-old children. A maximum of 66 children may attend the nursery school at any one time. There are currently 57 children in the early years age range on roll. The nursery supports some children who speak English as an additional language. There are 23 members of staff, 21 of whom work directly with the children. The staff include one qualified teacher, seven members of staff hold level 3 early years qualifications, and five members of staff hold level 2 early years qualifications.

What the setting needs to do to improve further

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

- enhance the already good teaching practices by embedding a more formal system of peer observations to share good practice and extend teaching to an even higher level.

Inspection judgements

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

The quality of teaching is good and at times outstanding. Staff demonstrate a good understanding of how children learn and develop. They understand well how to implement the requirements of the Early Years Foundation Stage recognising the uniqueness of each child. As a result, children are well supported to make good progress given their capabilities and starting points. Children are motivated to learn and choose to spend their time actively engaged in activities which are planned for them. For instance, younger children linger at the painting table, exploring the properties of paint, and concentrate as they precisely paint their fingers with a paint brush before making prints on paper. Staff ensure children have sufficient time to fully explore the environment. They model language effectively, which supports younger children to develop their vocabulary, associating words with objects and sensations. Consequently, children make good progress in their communication and language development, and this approach also supports children for who English is an additional language. Staff make observations of the children as they play. These are accurately assessed, giving key persons a clear picture of children's development, and are used to inform planning to precisely meet their next steps in learning. As a result, children demonstrate the characteristics of effective learners and make consistently good progress.

Children are well supported to develop literacy skills. Each child self-registers with a laminated card with their name written on. This supports children to recognise the written form of their name, and they begin to associate letter sounds with those in their name. Children freely choose to look at books and staff respond enthusiastically to spontaneous requests to read stories to them. Mark-making opportunities are freely available and children are encouraged to take writing materials to all parts of the setting. The development of early mathematics is well established. Children enjoy counting bricks as they play, building towers. Younger children develop problem-solving skills as they manipulate shapes to fit puzzles. Staff develop children's interest and curiosity in the world around them. For instance, staff point out some ice which has developed overnight. Children clamour to see the ice and staff develop children's curiosity and critical thinking by asking a range of open-ended questions, such as, what, how and why. Consequently, children develop a wide range of skills to support their future education, as well as a positive attitude towards learning.

Parents' involvement in their children's learning is a key strength. Parents spoken to feel very well informed of their children's progress through a variety of ways. For example, parents speak to staff daily about their children's next steps in learning, and formally at parents' evenings throughout the year. Staff also complete termly progress reports for parents. Parents' contributions are highly valued and play an important part in staff gaining an accurate picture of children's all-round development. This promotes a collaborative approach in supporting children to achieve their best potential.

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

The key-person system is well established and benefits children and their families well, as they both develop positive relationships with staff. Parents comment that staff are very supportive and approachable. Settling-in procedures are flexible to meet the needs of individual children and include home visits conducted by the key person. This is because staff understand the importance for children to feel safe, secure and confident before they show an eagerness and readiness to learn. Children's emotional well-being is well supported. Parents complete a comprehensive All about me booklet which contributes to the baseline assessment. Daily conversations between parents and key persons mean that children's progress and identification of emerging needs is fully shared. Formal opportunities to discuss children's progress are also provided twice yearly. Children's learning records are available for parents to review at any time.

Children become independent in their self-care and hygiene needs, and are gently reminded to wash their hands at appropriate times. Intimate care routines are sensitively met. Healthy lifestyles and routines are promoted at all times. Older children enjoy serving themselves a snack of cheese, grapes and crackers, and are supported to pour their own milk if needed. Children may bring a packed lunch or eat a hot meal which is available from the local primary school, and follows the school's healthy meals initiative. Children have daily access to play in the outdoor area. Opportunities to explore the natural environment are provided through regular visits to a nearby wooded area. Children are

encouraged to engage in vigorous activity, such as riding bikes and trikes in a designated area. They begin to develop a sense of fair play and sharing. They regulate turn taking by using their self-registration name cards to depict whose turn it is, and a sand timer to ensure all have equal access.

The environment is stimulating, friendly and well resourced. It is rich in written word and number. Resources are stored at low level, which supports children's independence in choice and ability to pursue their own interests. Children's behaviour is managed extremely well. Staff communicate their high expectations calmly and engage children at their level. There is a positive atmosphere of mutual trust and respect, which staff role model extremely well with each other. Staff frequently praise children's efforts as well as their achievements. Children are well prepared for the move to the pre-school room and to school when the time comes. Younger children enjoy short sessions to familiarise them with the new environment and different staff before they move to the pre-school room. Children moving to school enjoy visits from their new teachers in familiar surroundings. Staff accompany children on visits to their new school and provide photographs of the school environment and adults for children to view. Consequently, children are emotionally well supported as they adjust to times of change.

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

Safeguarding arrangements are very strong. The provider and the management team have a clear understanding of the requirements of the Early Years Foundation Stage and ensure all staff training is well maintained. As a result, staff have a firm understanding of their role in protecting children from harm and are aware of what to do should they have a concern about children's welfare. Recruitment and induction procedures are robust and ensure that all those working with children are suitable to do so. Risk assessments are thorough, and as a result, children are cared for in a safe and secure environment. Sampled documentation and records are well maintained. This gives a firm indication that all required documentation is in place and firmly underpins children's welfare and safety.

The provider and management team are committed to providing excellent learning and development opportunities in a setting where children can thrive. They demonstrate strong, passionate leadership, and work well together. There is a clear process to ensure children's progress is monitored. Monitoring of teaching is less well focused. There is room to develop current systems further, to fully embed a formal system of observations of practice to promote sharing of good practice and enhance the quality of teaching further. Management oversee the assessment of children's progress with staff which ensures assessments are consistent. This informs planning to ensure a broad and balanced range of activities are provided which reflect children's specific learning needs. As a result of the close monitoring of children's progress, any gaps in progress are swiftly identified and appropriate interventions sought to close such gaps quickly. The provider and the management team support all staff in their continuous professional development. Younger apprentice staff are mentored and supported well to achieve their professional qualifications. There is a clear training programme and staff are encouraged and supported to pursue and extend their professional early years qualifications and training.

The result is that staff understand very well how children learn and develop. This means children's specific needs are well met and they make good progress.

Self-evaluation is accurate and includes the views of parents. Parental views are highly valued and recent suggestions have been implemented by the provider and manager, such as the introduction of stay and play sessions for parents. The focus is to further develop the outdoor area following the recent completion of an extension to the premises. Partnerships with parents and other providers are very strong and contribute to the good progress the children make. Feedback from parents is positive. Parents typically comment they are happy with the progress their children make, and children comment they are happy. This is a good, friendly nursery where children receive a positive early years experience which supports their future learning very well.

The Childcare Register

The requirements for the compulsory 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	EY317355
Local authority	Norfolk
Inspection number	862257
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	66
Number of children on roll	57
Name of provider	Briston Community Nursery School Ltd
Date of previous inspection	06/10/2009
Telephone number	01263 861356

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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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