



SCHOOL INSPECTION SERVICE

INSPECTION REPORT FOR KING'S SCHOOL NURSERY

Ofsted Early Years' Registration No: EY371506

The key inspection judgements for this registered early years provision are:

Overall effectiveness of the early years' provision	Good	2
Effectiveness of leadership and management	Good	2
Quality of teaching, learning and assessment	Good	2
Personal development, behaviour and welfare	Good	2
Outcomes for children	Good	2

Compliance with the requirements of the Early Years Foundation Stage:

The registered setting meets the requirements of the Early Years Foundation Stage.

Date of inspection: 23 to 25 May 2016

SECTION A: SUMMARY OF MAIN FINDINGS

The quality and standards of the early years' provision are good. The children make good progress in their learning and development relative to their starting points and the range of their needs. By the age of three they are well prepared for the next stage of their education. Their personal and social development is good and their emotional security is outstandingly well fostered by the particularly caring staff. The children feel safe and secure and they are happy in the setting. The requirements for safeguarding are fully met and the staff have a shared understanding of their responsibilities for protecting children. Leadership and management evaluate practice effectively and successfully promote children's development to improve their life chances.

RECOMMENDATIONS FOR IMPROVEMENT:

- consider ways in which the children's language skills can be promoted so that in all rooms the current best practice is promoted;
- review policy documents to ensure that they refer directly to the registered setting and are consistent with one another; and
- extend the provision for cooperative outdoor play.

SECTION B: INFORMATION

INFORMATION ABOUT THE INSPECTION:

This inspection was carried out by the School Inspection Service under sections 49 and 50 of the Childcare Act 2006. The purpose of the inspection is to inform the Secretary of State of the quality and standards of the provision. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care in the Early Years Foundation Stage (EYFS). The inspection follows the inspection framework laid down by the School Inspection Service and agreed with the Department for Education (DfE) and Ofsted. It was conducted by an independent professional inspector who in reaching judgements observed children at work and play, spoke to staff including those with responsibility for the management of aspects of the setting, scrutinised documentation and considered the eighteen responses to the questionnaire sent by parents and carers.

The inspector was:

Reporting Inspector:	Dr Martin Bradley
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INFORMATION ABOUT THE SETTING:

King's School Nursery opened in 1991 and is registered with Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. In 2008 it was acquired by Cognita Schools Ltd along with King's School. It is on the King's School site in a nursery block with an additional classroom attached to the main school. The setting serves the city of Plymouth and surrounding areas. It is open for 51 weeks a year. A maximum of 113 children may attend the nursery at any one time. Currently there are 73 children on roll who can attend for a variety of different sessions during the week. The nursery supports children with learning difficulties and/ or disabilities and those for whom English is an additional language.

There are 22 members of staff working either full or part-time. The majority hold a relevant qualification, and three are trainees. Four members of staff are working towards advanced qualifications in the early years.

SECTION C: THE INSPECTION JUDGEMENTS

1. THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Leadership and management are good. The nursery manager works closely with the school and is a member of the school's senior management team. The leadership seeks to develop appropriate expectations for what all children can achieve and is particularly effective in ensuring high standards of provision and care for all children. The recently purchased high quality equipment is recognised by the staff as improving the caring environment. Appropriate systems are in place to improve staff practice with procedures for supervision and performance management. These are well-linked to appropriate professional development, but there remains a need to ensure that all staff consistently use techniques to promote children's language and to develop some social skills. Plymouth's Early Years' Service provides particularly good support through combined welfare reviews and other visits including termly in-house training. The setting seeks to develop rigorous self-evaluation and the recent introduction of the Tapestry computer program to record children's progress has been thoughtfully used to inform planning and assessment with the oldest children. Throughout the nursery planning is a strength. It is both manageable and clear, indicating monthly targets carefully related to individual children's 'next steps' and their chronological development. This enables the staff to ensure that each child is ready for the next stage of their learning when they move into the school's Foundation Stage classes. Equality and diversity are actively promoted as is good behaviour. British values are considered throughout the activities. The setting ensures that arrangements to protect children meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism. The setting has a wide range of policies and documents. These do not always fully match one another even though some relate to similar aspects of work. Also some policies cover the whole Foundation Stage, including nursery and reception age classes in the school whereas others refer only to the registered nursery setting. This leads to some confusion as to which relate specifically to nursery matters.

2. THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT

The quality of teaching, learning and assessment is good. The staff have a secure understanding of the age groups with which they work. The nursery is organised into six rooms each with a distinct age group. This is largely a result of the size and design of the accommodation. The time children spend in each room varies from about nine months in the youngest baby room to about three months in the 19 to 22 months' room. Each time a child moves to another room, they are given a new key person and the staff work hard to get to know their group of children during the time they are responsible for them. Records are shared effectively to offset these changes and the common approach to planning supports smooth transitions. As the Plymouth Combined Welfare Review 2016 noted, planning builds on what each child already knows and can do. There are some differences between practices in the various rooms. In the baby rooms, the staff model language very effectively, engaging the children and encouraging

them to make eye contact. In some other rooms this is less well developed: whilst the care remains of a significantly high standard, the children's language skills are less well promoted, as is encouraging them to develop skills such as tidying equipment away. In the oldest group for children aged 30 to 36 months more advanced skills are well taught. In all rooms the staff make clear and accurate assessments of what the children can achieve and this is well charted on wall displays which are available to parents, as are the detailed 'Learning Journey' books which are passed from room to room as the children grow. The outcomes of more formal assessments are provided for parents and the two year old progress check is completed. This provides detailed information of the development of each child and which is also shared with parents. Overall, teaching supports the children's acquisition of appropriate skills and the capacity to learn effectively, enabling them to be ready for the next stage in their learning.

3. PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

The children's personal development, behaviour and welfare are good. Children are able to develop a sense of achievement through a positive and consistent culture throughout the setting. In the oldest group, the children are confident and self-aware. In this group they develop greater concentration and understanding of how to be a successful learner. Whilst there are many opportunities for cooperative play outdoors, not all equipment extends children's social interactions and development as much of the outdoor equipment is for use by one child at a time. The children are able to explore elsewhere in the school grounds; the weekly forest school extends the oldest children's independence and ability to explore their surroundings. Although the children do not stay in any one room for an extended period, the consistency of staff practice supports their emotional security and their physical and emotional health outstandingly well. It ensures that the children are settled and happy. They are well prepared for their transition into their next setting or the main school. The guidelines for behaviour and conduct are also consistently followed and the children are encouraged to respect others. The setting promotes healthy eating and exercise, although some snacks are bread and jam rather than fruit or raw vegetables. Children's attendance is good. Attendance is well monitored by the manager.

4. OUTCOMES FOR CHILDREN

All children progress well from their different starting points. They generally meet or exceed the expected level of development typical for their age and so are well able to move on to the next stage of their education.

SETTING DETAILS

Name of setting: King's School Nursery

Address of setting: Hartley Road, Mannamead, Plymouth, PL3-5LW

Telephone number: 01752 771789

Email address: school.secretary@kingsschool-plymouth.co.uk

Proprietor: Cognita

Name of Manager: Karen Williams

Name of Administrator: Rebecca Blake

Ofsted number: EY371506

Type of setting: Registered EYFS childcare setting on non-domestic premises belonging to Cognita

Age range of children 0– 3 years

Gender of pupils: Male and female

Total of places: Boys: 36 Girls: 37

Type of inspection: Inspection of a registered early years setting belonging to Cognita

Inspection Team: Reporting Inspector: Dr Martin Bradley

Dates of inspection: 23 May to 25 May 2016.

This report has been prepared by the School Inspection Service, which provides independent professional inspection of all schools affiliated to the Focus Learning Trust, and members of the Steiner Waldorf Schools Fellowship or Cognita group. The report is available from the School Inspection Service website: www.schoolinspectionservice.co.uk.