

St Rose's Nursery

St. Roses Special School, Stratford Lawn, STROUD, Gloucestershire, GL5 4AP

| | |
|--------------------------|----------------|
| Inspection date | 29/01/2014 |
| Previous inspection date | Not Applicable |

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

- The system for planning and assessment is robust. All children's needs are closely monitored and as a result, any gaps in learning are closing through good teaching.
- Children show an increasing awareness and confidence as they happily explore their environment.
- Children play cooperatively and kindly together, taking turns to share resources.
- The staff work closely with parents to gather information about their child's individual routine and specific care needs.
- The resources are of a very high quality including a number of items of specialist equipment to support children with special educational needs and/or disabilities.

It is not yet outstanding because

- Children are not fully encouraged by adults to explore their outdoor learning environment throughout day in order to benefit from regular physical exercise and fresh air.
- Children are not able to fully develop their early writing skills because there are limited opportunities to practise making marks using a range of materials

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 teaching in the nursery room and observed care routines times.
- The inspector spoke to parents about their views of the nursery.
- The inspector conducted a joint observation with the manager in the nursery room.
- The inspector sampled a range of documentation.

Inspector

Shahnaz Scully

Full report

Information about the setting

St Rose's Nursery registered in 2013 and is located at St Rose's Special School in Stroud, Gloucestershire. The school has been in existence since 1962 and is run as a charitable trust. The intake of children in the nursery is from the local community. The nursery operates from a building in the school grounds and children have access to an outdoor play area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are currently 21 children on roll in the nursery in the early years age range. Adult to child ratios are kept high in order to meet the needs of children with special educational needs. The nursery opens on weekdays during school term times from 8.50am to 3.30pm. Children attend a range of sessions including full day, morning or afternoon sessions. Many, though not all, of the children attending have special educational needs and/or disabilities. Staff support children for whom English is an additional language. The nursery is run by a team of four staff who all have appropriate qualifications. The manager of the nursery has Qualified Teacher Status.

What the setting needs to do to improve further

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

- provide a range of opportunities for children to make marks using a variety of writing tools, to further enhance their early writing skills.
- proactively encourage children to access the outdoor learning environment, so they can benefit from regular physical exercise and fresh air throughout the day

Inspection judgements

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

Children make good progress in meeting the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. The staff work closely with parents to gather information about children's initial starting points, particularly concerning each child's individual routine and specific care need. This is done through verbal discussions, settling in visits and completion of 'all about me' forms. The information from parents, along with initial observations by staff, help to identify specific targets early on. Children's progress is monitored closely by all staff and next steps for their learning are identified in weekly plans.

Children develop good skills in listening to rhythmic patterns during an adult-led activity,

using a range of musical instruments. Children listen attentively to one another when participating in group learning including meal times. They talk confidently about events that have happened and begin to connect ideas. For example, children are fascinated about dinosaurs during meal time and discuss with staff the pre-historic age of dinosaurs and whether they are still alive. Staff extend children's thinking skills by asking challenging questions and broaden their vocabulary by using words such as 'extinct.' Children are confident to ask questions and show an increasing focus and attention during group learning. Staff use good teaching methods to introduce children to early phonic sounds. These help children to hear and say the initial sounds for their name. Staff encourage children's interest in early reading through visual prints and signs in their environment, as well as a variety of accessible books. Children have access to a writing corner where some writing material is available for them to practise their mark making. However, due to the limited choice of material available, children are not able to fully practise their early writing skills.

Children enjoy using a large indoor ball pool, where they learn to balance, climb and use a range of body movements. They enjoy playing with their peers, laughing and giggling as they jump off the sides, landing in the heap of balls. They are showing an increasing awareness of their own safety and learn to negotiate space well. They are particularly aware of and caring towards children who are non-mobile, due to profound learning needs, when using large indoor equipment. Staff closely supervise children's physical play when using the ball pool, but recognise that children need to take suitable risks and challenges in their play as part of their learning process. Children's mathematical learning is promoted through their play and daily routines throughout the day. Staff use number games including hide and seek to help children to identify numbers and match them to the correct number of objects. Children have fun building tall towers using large bricks. Staff use mathematical language, such as 'big' and 'small', to compare and contrast sizes of objects.

The setting provides inclusive care and education for children with special educational needs, including those with more profound learning disabilities. Staff are knowledgeable and skilled in understanding and meeting children's specific needs. A range of professionals, based in the setting and from outside, also work together as part of a multi-disciplinary team to provide a range of therapy sessions. All children have regular access to the hydrotherapy pool in nursery group sessions or during a one-to-one session with the therapist. The setting uses a posture management programme which teaches children to sit up and lay down in different positions throughout the day.

Both parents and professionals have contributed by adding their valuable input into children's individual learning plans. Overall, the system for planning and assessment is robust. All children's needs are closely monitored and as a result, any gaps in learning are closing. Children with special educational needs and/or disabilities receive a consistently good level of care and education.

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

Children show an increasing awareness and confidence as they happily explore their environment. Children are able to select their own activities and resources which are accessible in low-level trays and storage units. Staff make use of clear labels and visual images in the environment to help children identify their individual trays and resources. Children show confidence in asking staff for help when needed. Children separate from their parents with ease, upon arrival to the nursery. However, some children need support and encouragement from their key person. Most children are able to manage their self-care needs, such as washing and drying their hands as well as managing their toileting needs. Children who wear nappies have a designated changing area within the main bathroom. Staff demonstrate effective practice in promoting hygiene. They remind children about the importance of washing hands before meals. Children show a good awareness of understanding boundaries. They often remind each other to remove their shoes before entering the indoor ball pool. Children play cooperatively and kindly together, taking turns to share resources. Staff promote positive behaviour expectations by encouraging children to tidy up. Children respond positively to familiar adults by listening and following instructions. Staff remind children about staying safe when on outings. For example, children recently set off firework rockets outdoors as part of the planned theme on space. Prior to the activity, the staff led a discussion with children about keeping safe. Children learn about healthy eating through discussions, and by staff providing a range of healthy snacks. The children's menu is nutritional and balanced, catering for individual dietary requirements. Children with profound disabilities have one-to-one adult support during meal times. All children sit together around a large table in the main hall, which is located within the school. The setting has an enclosed outdoor play area for children to access from the main room. However, children were observed not being proactively encouraged to go outside in order to benefit from the fresh air and regular physical exercise. The resources throughout the setting are of a very high quality. There is a good range of specialist equipment, including an interactive plasma screen which has many functions for learning. All children benefit from this as they learn well through mathematical and phonic sound games. Children with profound learning needs use the screen for specific programmes that enhance their sensory learning. The setting has access to a specialist sensory room which is located in the school. Children develop their hand-eye coordination and communication through the range of sensory inputs including a separate dark room. A number of sensory items are available in the sensory room, such as bubble tubes, a waterbed and light protectors, which help to foster an atmosphere of relaxation and calm. This is particularly beneficial for children with visual impairment and Autism, as it enhances their sensory skills and cause and effect response.

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

There are effective arrangements in place for meeting the safeguarding and welfare requirements. All staff have undertaken the Gloucester safeguarding training and demonstrate a good understanding of their responsibility in keeping children safe. Staff regularly update their knowledge of safeguarding through ongoing discussions. The safeguarding policy and procedure is updated by the manager and shared with staff, which includes the use of mobile phones. All staff are fully vetted through suitable

recruitment checks. New staff understand their role from the onset through a thorough induction programme, and are fully supported by the manager. Staff complete risk assessments and safety checks daily, which creates a safe environment for children to learn and explore. They follow established procedures to deal with emergencies and accidents including the administration of medication. The manager oversees all planning and assessment to ensure that the educational programme consistently meets the individual needs of all children. Progress checks for two-years-old are completed and shared with parents. The manager checks children's termly progress summary records, which are also discussed with parents during progress meetings. Staff performance is closely monitored by the manager through observations, regular staff supervisions, as well as yearly appraisals. Staff have received speech and language training including more specific training on how to manage tube feeding. The nursery is part of the Bristol Standards quality assurance scheme. The manager and staff work together to identify and meet agreed targets as part of their improvement plan. For example, the setting has recently introduced individual home school books to promote effective communication between providers and services, accessed by children. Parents' and children's views also contribute to the improvement plans. Their views are obtained through informal discussions as well as parent questionnaires. The setting has strong links with other providers including the local school teacher, who visits as part of the transition process, before children start school. A team of therapists based within the setting, and also community-led, provide a range of services such as speech and language therapy and physiotherapy for children special educational needs. Partnership with parents is strong and well-established. Parents are very happy with the care and education their children receive and express they are pleased with the progress their child has made. Parents further comment that the support from staff is 'fantastic' and 'if they have any concerns there is an open door policy.'

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. 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

| | |
|------------------------------------|---|
| Unique reference number | EY465752 |
| Local authority | Gloucestershire |
| Inspection number | 931917 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 0 |
| Total number of places | 30 |
| Number of children on roll | 21 |
| Name of provider | The English Dominican Congregation (STONE) Charitable Fund |
| Date of previous inspection | not applicable |
| Telephone number | 01453 763793 |

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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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