

North Road Nursery

North Road, STOKE-ON-TRENT, ST6 2BP

Inspection date

Previous inspection date

25/07/2013

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

- Staff carefully plan activities and experiences around children's interests and stage of development. They offer good support to engage all children, to help them make good progress from their starting points.
- The experienced staff make creative use of resources and provide rich, varied and imaginative experiences and place a clear emphasis on children being consulted and involved in their learning. Consequently, children are well prepared for school.
- All children are valued, content and comfortable within this inclusive and caring environment. Support for those children, who speak English as an additional language is a key strength and positive strategies adopted to ensure their home language is valued and used well to help them learn English.
- The leadership team are well qualified and experienced and have high expectations for the nursery. This results in a staff team, who are supported well and clearly motivated to continually seek improvement.

It is not yet outstanding because

- Children have few opportunities to use large apparatus, such as climbing and balancing equipment, to further challenge their physical development.
- The outdoor area does not yet offer a rich and varied environment for children to further develop their curiosity in the natural environment.

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 in playrooms and the outside learning environment.
- The inspector held a meeting with the registered person and manager of the provision.
The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the feedback from parents and carers spoken to on the day and feedback questionnaires.

Inspector

Parm Sansoyer

Full Report

Information about the setting

North Road Nursery opened in 2013. It is privately owned and operates from the same premises as North Road Academy in Cobridge, Stoke on Trent. Children have use of four rooms on the ground floor. There is ramp access to the main door and there is an enclosed outdoor play area. The nursery adopts the Islamic ethos and is also open to all faiths.

The nursery is registered on the Early Years Register. There are currently 17 children on roll in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports children, who speak English as an additional language. The nursery is open each weekday from 8am to 5pm, all year round, except for public holidays, Eid and Christmas.

There are four members of staff employed. Of these, one holds a qualification at level 7 in early years, two hold a qualification at level 3 and one is unqualified. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- develop the outdoor environment to offer a broader range of activities to encourage children's interest and curiosity in the natural environment, for example, so they can encounter and explore plants and insects in their play
- provide more opportunities for children to take part in activities that provide physical challenge and excitement, for example, make available large apparatus, such as climbing and balancing equipment.

Inspection judgements

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

Key staff are well qualified and experienced and have a full understanding of how to effectively provide a good range of experiences to engage children to make good progress in their learning and development. Staff know the children very well and use their observations and evaluations of what children know, do and enjoy to plan motivating experiences, to further challenge their learning. Careful and precise planning for all children means that staff provide well for the varying needs of the group. For example,

staff place a clear emphasis on supporting the older and more able children to be actively involved in their own learning, so they maintain their focus, pay attention, persist in activities and develop their own ideas very well. Consequently, they are well prepared in readiness for school. Children with English as an additional language are equally as well supported to make good progress from their starting points. For example, a nominated member of staff is allocated to children during activities, to offer further support for children in their home language and to reinforce English. Their home language is valued well through staff learning key words and by staff greeting children at registration in their home language.

Parents contribute to the children's initial development assessment of their starting points on entry. They are kept well informed about their children's progress through regular discussions and informative parents' evenings. Many of them contribute their observations about their children's learning and ideas for further development, by adding their comments to the 'Ideas tree' in the entrance hall, which are used well by staff to inform future planning.

Children's personal, social and emotional development is fostered well. Staff encourage children to be actively involved in their learning and planning activities. For example, staff give children the daily opportunity to engage in discussion about what they have learnt, to help reinforce learning. Children's ideas are highly valued and used as an opportunity to make mind-maps to represent their thinking and are acted upon to plan activities. For example, children have linked the name of the room, 'Shooting Starts', to the topic of space, which staff have used extremely well to offer a broad range of creative experiences in relation to promoting their mathematics and literacy development. Staff support children well to choose activities and encourage them to complete tasks and persist in what they are doing. For example, when it is time to tidy activities away, children have the opportunity to keep items, such as construction models they have made and resources that interest them in boxes attached to the wall, so they can re-visit them later. All children are happy, confident and show sustained levels of interest and enjoyment in what is provided.

Children's communication and language is supported very well because staff use positive teaching methods, such as, giving clear explanations, ask challenging questions and introduce new ideas, concepts and vocabulary. For example, staff place a clear emphasis on introducing new words during activities, such as words to describe texture and what they can see and are doing. Children build secure foundations for early literacy through making sense of visual signs and symbols as they play and during registration. Staff incorporate good opportunities for children to engage in making marks both indoors and outdoors. For example, clipboards and writing materials are strategically placed around the room by visual aids, which capture the children's interest. Staff place a strong focus on children linking sounds and letters daily, which is incorporated very well into the routine and enjoyed by them.

Staff provide daily opportunities for children to use the outdoor play area to be physical. For example, children use large portable items, such as tyres and crates, to move safely and create their own structures and use smaller equipment, for example, bats, balls and hoops to practise skills of movement. However, staff acknowledge opportunities for

children to use a challenging range of climbing and balancing equipment, to further enhance their physical development is limited. A good selection of arts and crafts materials, including paint and a variety of collage materials are made readily available for children to express their creativity, as they confidently use tools and scissors to make their creations.

Children use computers, headphones and compact disc players confidently and increase their knowledge of technology. Staff provide some meaningful experiences for children to learn about the natural world. For example, children have observed caterpillars change to butterflies and cress seeds grow into cress and books and visual aids are used well to reinforce this learning. They have had a visitor to the nursery, which has provided children with the opportunity to handle a variety of animals and they have been hunting for insects. However, the developing outdoor area does not yet offer a broad range of opportunities, which encourage children's interest and curiosity in the natural environment. For example, there is not a digging area or opportunities for children to grow fruits, vegetables and herbs and areas that attract insects.

Children's mathematical learning is fostered well and children show a keen interest in shape, pattern, size and numbers during their play. In addition, staff plan regular opportunities for children to measure and weigh items, such as during baking. Topics and themes are used well to incorporate numbers and mathematical ideas. For example, children have been making three dimensional models and the space station includes numbers for them to use during their play. Staff incorporate numbers well in everyday activities, such as children having fun with numbers as they look for them in the dried pasta. Staff are creative in their approach. For example, they have created the game 'Capacity bingo', using bottles filled with various levels of water, which children match to words, such as, 'full', 'empty' and 'half full'.

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

A well-embedded assigned key person system means that adults know the children well and help all children feel fully included and valued. Parents and carers spoken to on the day, clearly indicate how they value the strong relationships fostered with them and their children. Children's behaviour is good and they understand the 'Golden rules', displayed on the board, which they freely use to recognise their own and others achievements and behaviour. Consequently, they respond well to gentle reminders of how to care for each other and the environment. All staff create a calm environment and have a sensitive approach and give clear explanations, which means that children learn right from wrong in a nurturing environment. Children learn how to stay safe and this is reinforced well by visitors to the nursery, such as the police.

The environment is managed well and outcomes are clearly attributed to the imaginative use of resources, particularly indoors and the effective deployment of staff to help meet the needs of all children attending. Consequently, children are fully involved, busy and occupied with the interesting range of opportunities on offer to them. Children are provided with healthy, balanced and nutritious meals and snacks, which are freshly

prepared on site. All areas are kept clean and hygiene and good effective hand washing routines and the use of protective clothing, when changing nappies, prevents the spread of infection.

Staff work extremely well as a team in sharing information about the children's care needs and education. Therefore, children are well prepared for transition within the nursery and for the on-site school. Links with other local schools in the area are being forged, to help support transition when the need arises in the future.

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

The leadership and management team consists of the manager, deputy and registered person, who is also the deputy head of the on-site school. The team are well experienced and successful in inspiring the staff team to work towards meeting and sustaining targets. High expectations and good standards are embedded across all areas of practice with clear and achievable plans, which are accurate, realistic and challenging. For example, they have clearly identified the outdoor garden as an area for further development.

The good day-to-day management of the nursery and the effective use of supervision, monitoring, coaching and training, results in an effective team, who are enthusiastic about the children's care and learning. For example, the manager is daily involved in the care of the children and therefore, is in an ideal position to model good practice and monitor staff performance. The manager has a good overview of the educational programme and she is challenged and supported well by the registered person. For example, he is daily on-site to make observations, involved in weekly meetings, including meetings with the local authority, to ensure he has a firm grasp of the nursery's performance and direction.

All the required records, policies and procedures, including risk assessments, are in place and up to date. There are clearly written policies, strategies and procedures in place to ensure the safeguarding and welfare of children. All staff know and understand clearly their roles and responsibilities in relation to safeguarding children. There are effective vetting and induction procedures in place to ensure adults caring for children or having unsupervised access to them are suitable to do so.

The nursery regularly seeks parents' and carers' views and ensures that these are used to shape the service offered. Parents and carers spoken to on the day, clearly feel welcomed and report a strong sense of belonging. For example, they and their children have been invited into the nursery to add their handprints and names to the wall of the newly created sensory room. A detailed handbook, website and well-used notice boards and informative newsletters, ensure parents are well informed about the nursery and its educational curriculum. There are effective arrangements in place for the sharing of information with other providers, agencies and professionals, to help secure the children's welfare and well-being.

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

Unique reference number	EY451856
Local authority	Stoke on Trent
Inspection number	903040
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	60
Number of children on roll	17
Name of provider	Naeem Bashir
Date of previous inspection	not applicable
Telephone number	01782 829870

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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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