

St. Edmund's Nursery School And Children's Centre

Washington Street, Girdlington, Bradford, West Yorkshire, BD8 9QW

Inspection date	17/01/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	1 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

- Practitioners recognise the uniqueness of each child in their care. The enthusiastic and very caring team ensure children's needs are exceptionally well met. Children successfully develop a strong sense of security, confidence and highly trusting relationships with practitioners.
- Children behave extremely well and have an excellent connection with practitioners and their peers.
- Children have exemplary support to foster their personal, social and emotional development and their language and communication skills through practitioners' excellent understanding and practice.
- There is an excellent focus on play and the resources in all areas are outstanding. The main outdoor area has a wide variety of learning experiences, which allows child-initiated play. This develops an excellent understanding of risk management and exploration.
- Inclusion is given excellent priority and very successful partnerships between parents, carers and other agencies ensure that children's needs are exceptionally well met.
- High priority is given to safeguarding and protecting children. This is evident through highly effective practices that very successfully promote children's well-being and safety.

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

Inspection activities

- The inspector talked to children and practitioners and held discussions with the registered person and the manager during the inspection.
- The inspector undertook a joint observation with the Deputy headteacher of the nursery in the baby room.
- The inspector looked at children's assessment records and at their learning journals.
- The inspector also reviewed the planning documentation, evidence of practitioners' suitability, safeguarding policies and procedures and a range of other supporting documentation.
- The inspector also took account of the views of parents spoken to on the day of the inspection.

Inspector

Amanda Forrest

Full report

Information about the setting

St. Edmund's Nursery School and Children's Centre was registered in 2007 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is located in the Girlington area of Bradford and is managed by a governing body. There are four nursery classrooms and a sensory room. All children have access to outside play areas.

The nursery opens Monday to Friday from 7.45am to 5.45pm for 50 weeks of the year. There are 246 children on roll in the early years age range. The nursery supports children with English as an additional language and children with special educational needs and/or disabilities. The nursery provides funded early education for two-, three- and four-year-old children. There are 65 staff employed; of these, nine hold early years qualifications at level 2; 27 hold qualifications at level 3; 2 at level 4 and seven hold 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:

- continue to enhance the already accurate systems for monitoring children's development to ensure that their exceptional progress is sustained.

Inspection judgements

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

Practitioners have high expectations of what children can do and as a result, children thrive and are well motivated to learn in this extremely welcoming nursery. Practitioners produce precise assessments of the children and they are exceptionally well supported in their learning and make outstanding progress in all areas of their development. Children with special educational needs and/or disabilities have clear plans in place to support them to achieve their next steps in their learning. Plans show rapid progress in all areas, especially within communication and language development. Observation, planning and assessment procedures are extremely well embedded. Practitioners are very knowledgeable about children's starting points in their learning because detailed information is gathered from parents when children join the nursery. Information gathered from ongoing observation is used effectively to plan activities based on children's interest and ideas, such as activities about mini-beasts, the cold weather and animals associated with cold places. Very effective learning journey records give an accurate overview of children's progress over time. Photographs and artwork clearly show children's enjoyment and achievements during their time in the nursery. Planning information boards are displayed in each room and parents are encouraged to share children's achievements from

home. Parent consultations provide excellent opportunities for parents to discuss their child's progress with their key person. Practitioners provide skilful guidance and support in a sensitive manner to support children's learning at home, such as advice with toilet training and this has a very positive impact on the progress children make.

Practitioners and children are very confident, enthusiastic and passionate. They work exceptionally well together. Children are confident to speak to visitors and show them what they are doing. They spoke to the inspector about their home life and exciting activities they like in the nursery. This shows they are safe, secure and have excellent self-esteem. Children have excellent opportunities to develop their understanding of mathematics, reading, writing and technology. They use their imagination very well in play and are developing very good physical skills. For example, children pretend to be going on holiday and use the climbing frame outside as an aeroplane. Practitioners instinctively challenge and extend children's thinking, through skilful questioning and discussion throughout all the age groups. Practitioners' interaction with children and babies is of a consistently high standard. As a result, the quality of teaching and learning is outstanding. Babies and young children have a flexible and stimulating environment in which to play and learn. For example, babies have the opportunity to choose when to go into the outdoor area and they access vast amounts of natural, open-ended resources, which they explore with their hands and feet. Children's literacy skills are extremely well supported in each room, as books are freely accessible and appropriate for the children's age. They can choose from a selection of fact and fiction books and younger children seek out a familiar adult to support them when reading books. A practitioner enthusiastically tells the story of Goldilocks to a group of children, who are mesmerised by her voices and body gestures that enhance the story. Children have many opportunities to mark make both indoors and outdoors, resulting in their early handwriting skills being developed exceptionally well. Older children can confidently recognise and write their own name. Throughout the nursery, practitioners reinforce their speech with signing words and actions. This inclusive practice effectively supports children with English as an additional language and ensures they make excellent progress in their communication and language skills.

Practitioners are excellent role models and support children in making new discoveries. They give excellent consideration to children's engagement in activities by giving them confidence to join in and feel included. Practitioners are always close by to support and enhance children's play in a positive manner. They extend children's use and understanding of mathematical concepts extremely well. Children confidently use number, shape, counting, sorting and matching during planned and spontaneous play. They explore the properties of sand, water, cornflour and foam as they fill and empty containers and compare 'full' and 'empty' and 'big' and 'small'. Children's investigation and exploration skills are effectively developed. Younger children access 'treasure baskets' and older children use light boxes and torches in their play. Children's understanding of technology is fostered very well. Younger children use toys with buttons and knobs to twist, turn and push, while older children competently use computers, which have a wealth of educational resources installed. All children have access to a very wide range of media to promote their skills in expressive arts and design. They access painting, sticking and collage activities and children become engrossed in their work. Children's artwork is displayed and practitioners ensure that everyone in the nursery has something on display, ensuring that value is placed on every child's achievements. Children's understanding of the world is

enhanced through a range of outings in the local area. For example, children enjoy visits to a local park with a 'wetland' to develop risk taking and the enjoyment of 'forest' learning. Children make excellent progress in their physical development. The older children have great fun pedalling their bicycles and on occasions, carefully manage to carry a passenger. They also develop their confidence climbing and balancing when using the climbing frame. Overall, children are gaining the skills needed to support their future learning exceptionally well.

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

Children thrive in this nurturing and stimulating environment because they are respected, listened to and treated equally. A highly effective and well-established key person system ensures that all children form exceedingly secure attachments. This provides an excellent base for all children to develop their skills in all areas of development. Children display a strong sense of belonging and high levels of confidence and self-esteem. For example, babies have lots of fun during 'rhyme time' when a practitioner tickles them as they giggle, stretch and babble. Older children make choices for themselves either to access the vast selection of activities inside or to play outside. Children's sense of belonging is reinforced as they chatter happily about their families and holidays because practitioners take time to listen and ensure that they know each family very well. Practitioners gather good information from parents about their child to ensure that each child's individual needs are exceptionally well met.

The nursery offers a highly interesting environment with a wealth of resources, which are attractively displayed to encourage children to select for themselves to support their learning. In the baby room, for example, practitioners rotate resources frequently throughout the day to provide excellent interest and stimulation for all children. Children enjoy an exceedingly well-planned menu, which includes lots of fresh fruit and vegetables and are freshly prepared on site by the chef. Individual dietary requirements are well known by all practitioners and closely observed. Mealtimes are a very social and relaxed occasion when practitioners sit and eat with the children. Children talk happily about their food, healthy food and favourite meals with practitioners and their friends. Children's independence skills are fully supported in the older age group, as they are encouraged to prepare the table, serve themselves and tidy up afterwards. They have good hygiene routines and wash their hands at appropriate times throughout the day.

Children's behaviour is excellent. They learn respect and value for the environment and develop an awareness of responsibilities within the nursery as they help with routines, such as tidying away toys. Practitioners provide clear boundaries and quickly notice children who need support, taking time to talk to children and explain why behaviour is unacceptable. Children understand the importance of keeping themselves safe from harm because practitioners explain the dangers and remind them not to run inside. Children receive plenty of praise and encouragement from practitioners and this helps to boost their confidence and self-esteem. Inclusive practice is very successful and underpins every aspect of the nursery. Transition arrangements to support children in the move to the next stage of their learning are very well supported through valuable, well-established links

with local schools, which are all invited into the nursery. This enables the children to become familiar with their new teachers in a familiar environment before they visit school.

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

This is a very well-led and effectively managed nursery with an excellent focus on promoting quality in all aspects of the provision. Practitioners are fully committed to making sure children are happy, secure and make exceptional progress in their learning. Children's safety is given extremely high priority. The management team set the tone by undertaking regular safeguarding audits to ensure that everyone is confident in their role and to ensure that the nursery is safe for children. Robust risk assessments are conducted and reviewed on all aspects of the nursery. A rigorous system of daily visual checks, indoor and outdoors ensures that all equipment and resources are safe for use. Recruitment and induction procedures are rigorously implemented to ensure practitioners are suitable to work with children. Safeguarding policies and procedures are fully understood by each practitioner. For example, they discuss the use of mobile telephones and cameras and how these are stored away from children. Practitioners undertake regular e-learning and training to ensure their knowledge is always up to date and policies and procedures are reviewed regularly. The high degree of commitment to safeguarding is further assured as practitioners and parents are fully considered and consulted about any changes that are made within the nursery.

Leadership is inspirational and as a result, the practitioner team are highly motivated and provide a vibrant approach to high quality teaching and learning. The nursery has comprehensive, well-organised systems in place to provide exciting child-focused activities and this helps children to make excellent progress in their development and learning. The key worker system is well established and works extremely well. There are accurate systems for monitoring children's progress and the management team are working to enhance this further, so that children's progress is sustained. The robust self-evaluation and monitoring processes are well established. They highlight the strong emphasis on maintaining high levels of attainment for all children and focus on the impact of outstanding teaching on children's learning. The nursery has a clearly identified and targeted plan for continuous improvement. As a result, children make exceptional progress. High quality supervision is in place and practitioners are regularly observed by senior practitioners to ensure their practice is consistently high at all times. As a result of regular observations, strengths and weaknesses of practice can be identified quickly and supported where necessary. Senior practitioners provide enthusiastic support to newer practitioners and students and act as positive role models. The ethos of improvement, set by the management team, enables all practitioners to share knowledge and expertise, learning from each other, which ultimately enhances the quality of teaching and learning.

Excellent provision is in place to secure timely interventions and support for children with special educational needs and/or disabilities. This includes well-established multi-agency working, which provides support and access to specialist knowledge, training and resources. Parents speak very positively about the nursery, saying 'it is brilliant' and 'staff are lovely, approachable and genuinely care about my child'. They are very appreciative of

the support they receive and what the nursery achieves for their children. Parents spoken to during the inspection also spoke about, how pleased they are with their child's development and that their children love coming to play. Parents said they are confident to approach practitioners and the management team if they have any concerns about the provision. These highly effective partnerships with parents maximise the success of the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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	EY336626
Local authority	Bradford
Inspection number	820660
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	155
Number of children on roll	246
Name of provider	St Edmund's Nursery School & Children's Centre
Date of previous inspection	not applicable
Telephone number	01274 543282

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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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