

Three Legged Cross Nursery School

Three Legged Cross First School, Church Road, Wimborne, BH21 6RF

Inspection date	03/02/2014
Previous inspection date	Not Applicable

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

- Children are extremely confident, motivated, independent learners due to the excellent support and encouragement they receive from highly skilled and inspiring staff.
- Children's individual care and learning needs are expertly met as staff have an in-depth understanding of, and give full respect to, each child's preferences, interests and backgrounds.
- The learning environment, both indoors and out, is extremely well resourced and space is used very well to enable children to become fully engaged in their play and learning.
- Staff and managers offer the highest quality service for children and families and constantly reflect and evaluate all aspects of the provision, striving for excellence.
- Staff implement excellent systems to monitor children's development and plan for their next steps. This means that all children make rapid progress in relation to their starting points and are fully prepared for the next stage in their learning.
- Highly effective partnerships between parents, other early years settings children also attend and outside agencies mean that staff are able to meet children's needs exceptionally well.

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 the classroom and the outside learning environment.
- The inspector held meetings and completed a joint observation with the manager.
- The inspector looked at children's assessment records and planning documents and a sample of documentation relating to children's welfare.
- The inspector checked evidence of staff suitability, and qualifications of practitioners working with children, and read the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Samantha Powis

Full report

Information about the setting

Three Legged Cross Nursery School registered in 2013. The nursery operates from a classroom within Three Legged Cross First School, near Wimborne in Dorset. The nursery is part of a foundation stage unit within the school. Nursery children also have access to other areas within the school including the school hall, library and computer suite. Children have access to a secure outdoor play area and also visit the school playground and play areas in the school grounds. The nursery opens Monday, Tuesday, Wednesday and Friday from 9 am to 3 pm and Thursday from 9 am until 12 pm, during school term times. Children may attend morning or afternoon sessions or all day. Children aged three years and over may attend the before and after school facility provided by the school. The nursery is registered on the Early Years Register. There are currently 18 children on roll. The nursery receives funding for the provision of free early education for children aged two, three and four. The nursery supports children with learning disabilities and/or difficulties.

The nursery is managed by the head teacher of the school, who is an early years qualified teacher. A second early years teacher and three early years qualified staff are employed to work with the children.

What the setting needs to do to improve further

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

- introduce children to other communication methods, such as sign language, to broaden their experiences further.

Inspection judgements

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

Children are highly motivated, independent learners. They are exceptionally happy at the nursery and eager to get involved in the extensive range of activities available. Inspirational teaching from the sensitive and skilled staff team means that all children make exceptionally rapid progress in their learning and development. Consistent support from staff and targeted use of discussion and open-ended questions encourages children to make their own decisions and solve problems during their play. For example, children using the bikes give their own ideas as to how they can prevent accidents occurring. When the seats of the bikes are wet, children are encouraged by staff to think how they can solve this problem and to find the resources they need for themselves. Children apply the skills they have learnt when they later spill their drink, independently finding a paper towel to clear up the water. This approach means children are extremely well prepared for the next stage in their learning.

During activities, staff give full consideration to children's interests and show they are keen to listen to what children have to say through their thoughtful responses. For example, an unplanned observation made by children during a walk in the school grounds leads to a detailed discussion about size, volume and comparisons. Children identify that the monster would drink more water than the mouse, as he's much bigger. Children review their learning at the end of the day through discussions with staff and each other, reinforcing what they have learnt. Staff provide an extensive range of toys and resources for children to use imaginatively to create specific props to support their play. For example, children make traffic lights using the big bricks, and draw their own coloured traffic lights on paper. Easy access to a broad range of creative resources and materials allows children to explore freely and use their imaginations to produce their very individual designs. Staff give thoughtful consideration to daily routines so that children enjoy time and space to concentrate and have sufficient time to complete their activities to their own satisfaction.

Staff make the very best of every opportunity to support children's language and communication skills. Staff are constantly involved in discussions with the children to provide them with new vocabulary and encourage them in building more complex sentences. Staff work hard to ensure that activities reflect children's interests and home experiences, making them relevant to their learning. When talking about the wind children notice the way the leaves fly through the air. The member of staff blows on her hand as she emphasises the letter 'W', supporting children in hearing letter sounds in the words they use. Children gain confident technology skills through their access to a wide range of electronic toys, equipment and computers.

Older children proudly take photographs of their learning achievements to include in their learning journey folders, giving them a strong sense of pride. Children have extensive opportunities to use books. They enjoy sitting comfortably in the book corner by themselves or sharing a book with a member of staff. Children take books home to share with other family members, keeping everyone involved in children's learning. Children have learnt some words in French, which increases children's awareness of different languages. However, staff have not introduced children to other communication methods, such as sign language, to extend children's understanding and respect for others further.

Staff have an excellent understanding of the learning and development requirements of the Early Years Foundation Stage. They complete frequent observations of children as they play. Staff use their observations exceptionally well to plan and provide focused support for children, during their chosen activities, to extend their learning. This means that staff provide children with excellent levels of support and challenge at all times. Staff provide parents with many opportunities to share records about children's progress. Learning journey folders are freely accessible, enabling parents and children to browse through them as they choose. Staff encourage parents to share their own observations of children at home to complement these records and provide a bigger picture of children's all-round development. Key persons meet with parents regularly to share detailed information about children's progress. Staff use this opportunity to discuss ways in which parents can get involved in supporting children's learning at home. Staff complete the required progress check for two-year-olds in partnership with parents, and pass this on to

health professionals as required.

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

Children are extremely confident, settled and secure in this very welcoming nursery. Staff greet children at the door, keen to hear their news and exchange information with parents, which will help them to support children's needs on that day. Key persons have an in-depth awareness of children's individual needs, preferences and backgrounds. This means children feel safe and form strong bonds with adults in the nursery. Children quickly learn to understand and accept boundaries and expectations within the nursery. This is due to the gentle but consistent reminders they have from staff. Staff support children well in developing strong personal, social and emotional skills, helping children to build friendships with others. For example, the very youngest children are encouraged to join in a welcome song and shake hands with their friends at the start of the session, helping them get to know each other. Staff are sensitive to individual children's backgrounds, providing simple explanations when addressing behaviour issues. This helps children to understand that sometimes expectations are there to keep them safe and healthy. Photographs and creative work reflect children's own identities, making them all feel fully included and valued within the nursery.

Children benefit greatly from being able to make choices about what they want to play with and where they want to play. The outdoor environment is freely accessible at all times of the year and in all weathers. An extensive range of learning opportunities is available both indoors and out, meaning that all children can play and learn in the way they choose. The classroom is stimulating yet calm, and highly conducive to learning. Children select from a wide range of high quality resources stored in accessible units and on shelving.

Safety is a priority for all staff. Staff complete daily checks and full risk assessments to help to ensure the nursery environment is as safe as can be. Children are starting to learn about safety and take part in practising the emergency evacuation procedures and talking about safe practices to follow. Sometimes, children help staff to complete safety checks on the environment, which helps children to become more aware of their own safety and that of their friends. Staff follow excellent practices and procedures to support children's health. Children enjoy healthy snacks and drinks during the day. Staff sit with children as they eat their meals, engaging in conversations which heighten children's awareness of the foods which are good for them. This helps children to understand how to eat healthily. Staff actively remind children to follow positive hygiene routines, such as hand washing, to reduce the risk of germs spreading. Staff make sure children have lots of opportunities to engage in physical play activities. Children balance on the beams, steer and pedal the bicycles with increasing control and co-ordination, and engage in a wide range of games using balls and other equipment. This supports children in a healthy lifestyle and in developing and extending their physical skills.

The effectiveness of the leadership and management of the early years

provision

Highly professional leadership from the focused manager means that the exceptionally well qualified and committed staff team are able to provide outstanding support for children's care and learning needs. The staff team have an excellent understanding of their responsibilities in meeting the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. Although newly opened, the nursery is running as part of a very well established and highly successful first school, where many of the existing practices have been adapted and implemented into the nursery.

Safeguarding procedures are extremely thorough, which helps to keep children safe. Comprehensive procedures are made clear to staff through detailed inductions, supervisions, training and meetings. Therefore, all those working with the children know exactly the action to take should they have any concerns about children's safety, and are confident to act promptly. Rigorous recruitment and vetting procedures help ensure that only those whose suitability is fully checked are left alone with children. Staff use documentation highly effectively, such as the visitors log, to support children's ongoing welfare. Staff monitor accident records frequently to quickly identify any patterns or aspects of safety that need immediate attention to protect children.

Staff produce targeted action plans from thorough and extensive systems for monitoring and evaluation, which demonstrates how the nursery consistently strives for excellence. The manager frequently evaluates all aspects of the provision and gains input from other early years professionals to help identify areas for improvement. This means that the nursery provision can consistently offer children very high quality support. Staff are keen to increase their own skills and knowledge to benefit the children, and this is actively promoted and supported by the management. The management monitors staff performance, and the delivery of the educational programmes, to ensure all children receive targeted support in all aspects of their learning. Systems to support children with additional needs are well established and ensure parents, key staff and other professionals are fully involved.

Staff focus on developing trusting relationships with parents and carers. Parents state that they are very happy with the nursery and feel that their children are exceptionally well supported. They feel fully involved in their child's learning and state that they are comfortable to talk to any of the staff about any issues or concerns. Parents are well informed about children's progress and provided with ideas of activities they can do with children at home, helping them to support children's learning further. Parents receive regular newsletters and information about all aspects of the provision. Staff complete daily records to provide accurate and detailed information for parents about children's care needs and routines, and how these are supported, which helps to promote consistency. The nursery is proactive in establishing links with other early years settings and professionals involved in children's care, ensuring a cohesive approach to meeting children's needs. Children frequently take part in activities and events within the main school and meet teaching staff and children from other year groups. Many procedures and routines followed in the nursery reflect those followed within the main school. This means

that children move on successfully and easily from nursery to school, when the time comes.

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	EY465488
Local authority	Dorset
Inspection number	927934
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	28
Number of children on roll	18
Name of provider	Three Legged Cross First School Governing Body
Date of previous inspection	not applicable
Telephone number	01202822460

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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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