

The Key Centre Nursery

Key Centre, Feltham Lane, FROME, Somerset, BA11 5AJ

Inspection date

Previous inspection date

06/06/2014

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

- Management and staff work very well together and effectively evaluate their practice, which helps support their aims for continual improvement.
- Staff plan a broad range of meaningful play experiences, which actively promotes children's learning.
- Staff provide a great variety of free flow and physical play opportunities, which effectively support children's good health and control of their movements.
- Staff value all children and support them very well in developing positive attitudes, which actively promotes their good behaviour.

It is not yet outstanding because

- The organisation of some daily routines sometimes interrupts children's ongoing involvement and enjoyment in their play.
- Staff do not always maximise opportunities to support and reinforce children's awareness of the written number and letter shape within their outside play activities.

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 children in their play indoors and outdoors.
- The inspector sampled documentation, such as operational policies and procedures.
- The inspector undertook a joint observation with a member of staff.
- The inspector viewed children's learning journals.
- The inspector took into account the views of parents spoken with at the setting.

Inspector

ISP Inspection

Full report

Information about the setting

The Key Centre Nursery registered in 2013. It is run by the governing body of Christchurch First School and operates from rooms within the Key Centre Children's Centre, situated in the grounds of the school in Frome, Somerset. Children have use of two play rooms with associated nappy changing and toilet facilities. There are two enclosed outdoor play areas available with direct access from both play rooms. Children also have use of an outside classroom, the school hall, playgrounds and associated facilities.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It is open Monday to Friday, all year round from 8am to 6pm. The nursery is in receipt of funding to provide early years education for children aged two, three and four-years. There are currently 107 children on roll. The nursery supports children with special educational needs and/or disabilities and those who have English as an additional language. The nursery also support children of Gypsy/Roma and Traveller heritage. There are 18 staff employed to work with the children, three of whom hold Qualified Teacher Status (QTS), two hold Early Years Professional Status (EYPS), and the majority of other staff are all trained in childcare and early years education. There is also a dedicated cook and administrator employed.

What the setting needs to do to improve further

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

- review the organisation of some daily routines to minimise interruptions to children's play, so that they are fully supported in maintaining concentration and enjoyment in activities of their choice
- make more use of the written number and letter shape, to further support and reinforce children's understanding of early mathematical and literary concepts, such as within counting activities and the outside play environment

Inspection judgements

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

Staff are clearly knowledgeable of children's development. They employ a good range of teaching methods. For example they use of open-ended questions, which help children start to think critically and become active learners. Staff make good use of their observations and assessments of children's achievements to identify their next possible lines of development. They use this information effectively to plan an exciting range of

purposeful activities based on children's interests that promote each area of learning very well. This means children are provided with appropriate challenges according to their age, stage and starting points of development. As a result, staff motivate children's interest in learning very well and they make good progress from their starting points.

Staff recognise that children have a fascination with pirates. They help children to create their own pirate's boat using colourful sheets hung over the outdoor climbing apparatus. Children enjoy climbing aboard and pretending they are sailing across the sea. Staff plan for children to make a treasure map with an X to mark the spot and to make a 'bubble guppy' soup that children decide pirates like to eat. As a result, staff use children's interests effectively to support their imagination, creativity and physical skills. Staff engage the younger children's interest in stories and songs effectively by using props, such as a soft rabbit or spider puppet. Staff emphasise sounds and colours with the two and three-year-old children as they read a story with colourful pictures of large construction vehicles. They say 'the yellow bulldozer goes push, push, push'. In addition, they demonstrate a pushing action for children to copy, which actively supports their participation and understanding. Staff use great expression and sound out initial letters of words when reading a pirate story to the older children. They hear staff say 'p, p, p' and start to anticipate the following words as they excitedly call out 'Pirate Pete'. This effectively helps children develop their early reading abilities. However, there is less use of written words and letters in the outside play areas, which reduces opportunities to promote children's understanding of print having meaning.

Staff gently reinforce the sounds and words that younger children make. They praise their attempts to repeat words correctly. This actively boosts children's confidence to try making further sounds. Staff use more complex sentences with older and more able children. They ask questions to help children think about their actions and listen carefully to the responses they give. In addition, staff use a simple sign language with children, which effectively promotes inclusion. Consequently, staff give clear recognition to supporting the communication and language development of all children from a young age. This also actively encourages children in gaining the necessary interest for their future learning. Staff have positive and realistic expectations of children's achievements and let them develop their natural inquisitiveness within their play. For example, younger children show great interest in investigating the wood lice, beetles and an ant that they find underneath a large log. Older children enjoy their Forest School activities. They like using their 'sticky bookmarks' to collect leaves, twigs or pieces of rabbit fluff on their walks around the school grounds. These activities effectively promote children's curiosity and awareness of their natural world. Children enjoy playing 'funky finger's games'. For example, they carefully use tweezers to pick up spaghetti or thread pasta shapes together to make necklaces and bracelets. This actively encourages children's concentration and fine motor control, which supports their later writing abilities. Staff count 'one, two and three' as they point to the marks younger children make in their clay. Older children begin to naturally use numbers of personal significance in their play as they say 'I was three and then I was four'. Children often use their fingers to represent numbers, such as when listening to a pirate counting story. However, at times staff do not use the written number shape effectively to reinforce children's counting abilities.

Management and staff have a clear commitment to supporting children's ongoing

development and regularly monitor their progress. For instance, staff complete the progress check for the two-year-old children in liaison with their parents. This actively helps them identify where children achieve well and any gaps in their learning where further support may be needed. As a result, staff promote a continuous approach to children's care and learning needs. Parents are encouraged to share their child's routines and developmental abilities from home. For instance, through using 'Wow' stickers to inform staff of their children's achievements. Parents spoken with at the visit say that staff are excellent and their child is very happy at the nursery and makes good progress.

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

Staff provide a friendly, welcoming approach and form strong relationships with children. They undertake initial home visits and discussions with parents to find out how best to care and support their child's needs. This effectively helps children to settle in easily. Most children are confident to express their needs and they demonstrate a clear sense of belonging. For example, younger children eagerly put their photograph on the self-registration board to show they are present at nursery. All children are valued and welcomed and included within activities at their level of ability. Staff praise children often for their achievements. This actively supports children's self-esteem and sense of worth. Staff maintain consistent, appropriate boundaries, for instance as they gently remind children to use their walking feet indoors. Staff talk to children about their emotions and teach them ways of resolving minor disagreements. For example, children use egg timers to help them in taking turns with favourite toys. As a result, children develop positive attitudes to others and play cooperatively together. This effectively helps children in preparing for their move onto school.

Children enjoy a great range of healthy snacks and meals. Staff teach them about the nutrients and minerals in the foods they eat. Children remember that apples contain vitamins and milk contains calcium, which will help their bodies grow strong. At times, staff involve children in helping to chop up vegetables to make some soup or preparing their sandwiches. This actively encourages their understanding and enjoyment of foods that are good for them. Staff support older children to serve themselves their snack food and pour their own drinks. This encourages them to develop their self-care skills. Children love the free flow play experiences provided, which help them benefit from lots of fresh air and exercise. Staff teach younger children how to climb safely up the steps of the low slide, giving them reassurance by staying close by. Children smile as staff hold their hands and say 'ready, steady, go' as they go down the slide. This actively helps the younger children feel safe and gain confidence in their abilities. Consequently, they show great delight as they later manage to climb up the steps and whizz down the slide all by themselves. Older children have great fun in their action and movement games as they jump and run with excitement around the school hall pretending to be jumping or runner beans. Staff extend children's abilities effectively as they then ask children to be frozen beans and they stand very still. This effectively supports children in listening to simple instructions, such as stop and start and developing good control over their movements.

Staff create a well-organised learning environment, which provides colourful and bright

play areas with attractive displays of children's paintings, photographs and educational posters. Children can generally access a good range of interesting and stimulating toys and resources. Younger children can easily reach a variety of colourful activity toys and shape sorters. Older children become absorbed in counting the sharks they see in an underwater scene on the interactive whiteboard. This effectively supports children's early numeracy skills and their understanding of cause and effect actions within simple technology. Staff organise the daily sessions well to provide a good balance of quiet and active times. Overall, this supports children's care and learning needs very well. However, children's participation in some activities is sometimes interrupted. For example, staff call children out of a story session as soon as their parents arrive to collect them, or take them away from their outdoor activities to have their nappy changed. While children are generally very happy and content, this disruption occasionally unsettles their enjoyment and concentration in their play. Staff teach children the importance of using equipment, such as scissors safely and they know they need to hold them carefully. Clear procedures are established for going on outings. Children understand they have to wear high visibility jackets so they can be seen clearly when walking along roads. This effectively contributes to how children develop a clear understanding of keeping themselves safe.

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

Leadership and management of the nursery is strong. Management implement clearly detailed recruitment and employment systems and staff are well qualified and/or experienced. Management continue to assess the suitability of staff through a clear induction process. This effectively helps staff in understanding their roles and responsibilities in caring for children and they work very well together as a team. In addition, management implement ongoing supervision and appraisal systems for all staff. They regularly review the effectiveness of these systems to further develop their roles. For example, management are introducing a peer to peer observation system to support staff in sharing constructive ideas and practice. Management and staff give a very positive approach to developing the provision offered. They all contribute to the evaluation systems and clear action and development plans are formed. Consequently, positive systems are implemented to help drive continual improvement. Staff implement a range of comprehensive policies and procedures, which include those relating to safeguarding practices. Management and staff attend child protection training and demonstrate a very sound awareness of safeguarding issues. They clearly understand suitable procedures to follow should a concern arise about a child's well-being. Staff work closely with the adjoining children's centre staff and can initiate appropriate support for families where needed. As a result, children's welfare is promoted extremely well.

Risk assessments are completed and reviewed regularly. Children's security is given high priority. For example, visitors' attendance is clearly recorded and there is a buzzer system fitted at the main entrance doors into the nursery. Staff stay by this door to greet children and parents as they arrive and depart. This effectively helps staff to monitor children's security. In addition, staff make ongoing checks of the play areas to minimise the risk of accidents and ensure children's safety. Parents are invited in to share special events with

their children, such as a 'pirate day'. This provides good opportunities for parents to see how their children enjoy and learn from their play. Staff maintain ongoing liaison with parents on their child's care and learning needs, which effectively supports continuity in their overall development. Consequently, children benefit from the positive partnerships staff form with their parents.

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	EY469524
Local authority	Somerset
Inspection number	943842
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	56
Number of children on roll	107
Name of provider	Christ Church First School
Date of previous inspection	not applicable
Telephone number	01373 463781

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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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