

# Lark Hill Nursery School - Two Year Olds

Northgate Road, STOCKPORT, Cheshire, SK3 9PH

<b>Inspection date</b>	14/02/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- The headteacher, together with her staff team, provide a highly stimulating environment with child-accessible resources that promote learning and challenge children both in the inside and outside areas of play. Therefore, children flourish in the very well-organised, safe, welcoming and inclusive environment which is highly motivating and inspiring.
- The headteacher is extremely committed to developing and improving her provision. She monitors her practice exceptionally well and takes highly effective steps to ensure outcomes for children are rich, varied and imaginative.
- Children are very confident, competent and emotionally secure because of the highly effective key person system. Partnerships with parents is extremely successful and significantly contribute to children's well-being at the setting.
- Staff have an outstanding knowledge and understanding across the seven areas of learning. They use their excellent skills for observation, assessment and planning for next steps to effectively challenge children's rapid learning and development.
- Staff give consistently high levels of priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe and healthy.
- The headteacher and her staff team's warm, positive manners mean children are secure, confident and build excellent skills for the future.

## 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 toured the whole of the area in the setting which is used for two year olds. She observed activities in the play room and the interaction and learning between the practitioners and children.
- The inspector checked evidence of suitability, and qualifications of practitioners working with children, and the providers self-evaluation and improvement plan.
- The inspector sampled a range of documents which cover the learning and development requirements including observations, planning, and assessments. She also viewed emergency contact information, enrolment forms and written risk assessments.
- The inspector took into account the verbal and written feedback of the parents.

## Inspector

Lisa Maidment

## Full report

### Information about the setting

Lark Hill Nursery School - Two Year Olds was registered in 2013 and is on the Early Years Register. It operates from Lark Hill Nursery School in the Edgeley area of Stockport. The nursery school Two-Year-Old Room serves the immediate locality and also the surrounding areas. Children are cared for in a ground floor play room with associated facilities and have continuous access to a secure enclosed outdoor play area.

The Two-Year-Old nursery room is open five days a week from 8.30am until 11.30am, and 12.30pm until 3.30pm term time only. Children can attend for a morning or afternoon session. There are currently 18 children in the early years age range. The room for Two Year olds receives funding for the provision of free early education for two-year-old children. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language.

There are currently two members of staff working directly with the children, all of whom have an appropriate early years qualification. 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:

- enhance the display of print and books in the two year old room to reflect the language and cultural diversity of the setting.

### Inspection judgements

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

The head teacher and her staff have an excellent knowledge of the Statutory framework for the Early Years Foundation Stage. They use their superb understanding of the characteristics of effective learning to successfully teach and motivate children across the seven areas of learning. The head teacher leads her practitioners to expertly deliver a highly effective educational programme, which is specific to the needs of each individual child. The information they gather from their constant observations and 'in the moment' assessments helps them to exceptionally support children in their learning and development. For example, a practitioner is playing cars with a child and she crawls along the floor, copying the noises he makes. 'Brmm, brmm' she says, 'Can you tell me where we are going?' The child replies 'To the park' and he starts humming a tune. The practitioner recognises the song and she sings along with him, bringing musical instruments into the spontaneous activity. The child puts the instrument on his car and

drives away with it while he is still singing. This enables the practitioner to work with the child and effectively engage with his play, moving him forward towards his next stage of development.

The learning environment is highly motivational and engaging. The room for two year olds has areas of designated learning designed to motivate and excite children to become competent and highly skilled learners. When children arrive at the setting, nothing is set out in the room for two year olds, but everything is available. Resources are accessible for children to self-choose and are as open-ended and flexible as possible. The head teacher ensures there is an excellent range of learning experiences, both outdoors and indoors. High quality, open-ended resources ensure that children are not 'pushed' into following any specific forward planning, rather the practitioners identify that children have their own ideas which can be realised and supported uniquely. The practitioners in the setting are highly skilled in making sure that all next steps for children's learning are precise and focused. Gathering information from parents and children's starting points means they are able to ensure that children settle into the environment extremely confidently. As a result, children become interested and inspired and make rapid progress from their starting points and their well-being is assured. Therefore, children are acquiring the skills they need to be ready for school.

Children have the opportunity to explore their natural environment. They thoroughly enjoy their 'welly walk', which takes them to seek out natural things. They effectively develop their imaginations and thoroughly enjoy investigating the stimulating world around them with these rich opportunities. Younger children benefit extremely well from sensory experiences. For example, they take part in painting activities, before igniting their sensory experiences investigating the feeling of 'gloop', describing its texture and exploring how it moves and can be shaped. When children are deeply engaged, the practitioners notice when support is needed and interactions ensure that obstacles are overcome. This approach leads to deep level learning and surprising events every day. Children are introduced to new directions and possibilities that are available, ensuring learning has meaning and is fun.

Children are focused on at least once every term. Learning journal sheets are filled up over the week, which become a fascinating individual record of development for children. Practitioners meet with parents of focus children in the week following their focus week to discuss the development of their child and agree on their next steps for learning. This ensures that children are supported in the home and interests are followed from both the home learning environment and the setting. Parents' events are held every four months, which enable practitioners to give formal feedback on children's development and discuss further learning opportunities in the home, which means children are supported both outside and within the setting. Children show curiosity about objects and benefit from excellent opportunities to initiate their own activities. Children explore their areas with enthusiasm and confidence and practitioners support their language development skilfully by modelling sentences and building on what children already know. For example, a practitioner is looking at a book with a child. She points to the picture and says what it is. She encourages the child to copy the word. 'Giraffe' says the child. 'That's right, it's a giraffe' replies the practitioner. 'It has a long neck, with four long legs. One, two, three, four' she says, pointing to the legs as she counts. As a result of this, children develop and

learn useful skills for the future using hands-on, active learning. However, there is further scope to ensure there is a richer resource of print to reflect the language diversity in the room for two-year-olds, alongside printed books which are translated into other languages spoken in the setting.

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

Children's emotional development is superbly supported by the highly skilled and caring practitioners who work with them. They are attentive to all children's needs, helping children to settle happily, which promotes their emotional well-being and raises their self-esteem. For example, when a child is upset, practitioners are quick to calm them, providing emotional stability through cuddles, kind words and comfort, while speaking in a soothing voice. Because they know the children so well, the practitioners understand their key children's needs and are able to support them exceptionally well. They ask questions which are caring and recognise their needs quickly, pacifying any upsets. Practitioners give constant praise and reassurance to children, which allows them to build up their confidence. Strong key person relationships with each child and their family builds up a mutual trust which ensures children remain emotionally secure. Meticulous support is provided by practitioners when they work with children to promote the movement to the next stage room. This makes sure children remain calm and reassured during the process of transition. As a result of this, children and their families are fully supported and children flourish in the room for two year olds.

Independence is nurtured throughout the day through quality reassurance. Children are eagerly encouraged to put on their own coats and wellies to access the outside provision. They freely access water and children can enjoy a choice of nutritious snacks and milk, which promotes healthy lifestyles. Practitioners demonstrate good hand washing practices in the bathroom and routines are followed from parents to promote toileting needs. Practitioners expertly highlight areas of danger and prompt children to keep themselves safe. For example, staff support young children in feeling secure when talking to visitors providing them with reassurances while also reaffirming children's mature understanding of the importance of not talking to strangers. Consequently, children are kept secure, as practitioners ensure children understand how to keep themselves safe.

There are lots of opportunities to engage in physical play. The outside provision has been built specifically to further promote physical skills. The head teacher researches new ideas, which are forefront to the latest outstanding practices and implements innovative play ideas which fully support and extend children. For example, the head teacher has created her outdoor provision to improve children's physical abilities and support risk by putting in large stones up grassed slopes to climb up to the slide. Stepping stones create opportunities to practice balancing in a safe manner and slopes are in place for children to enjoy rolling down. As a result, children quickly further their physical development and make outstanding progress towards the early learning goals. Children have amazing understanding of behaviour in this setting. This is because the practitioners expertly support them to make the right choices and are extremely quick to identify and address any negative behaviour. Children follow routines which allow them to fully comprehend

the difference between right and wrong and quell undesirable behaviour in a positive manner.

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

The senior leadership team of the setting is inspirational. This is because they have vision and enthusiasm to improve the lives of children. Safeguarding plays an important part in the focus of the room for two year olds because practitioners have an exceptional understanding of the in-depth policies and procedures which are in place. The head teacher firmly embeds a cycle of safeguarding reviews and understands the welfare requirements of the Early Years Foundation Stage exceptionally well. The annual review of the welfare requirements ensures they continually refer to new guidance and good practice from government bodies, the local authority and through research to ensure that children are safe and well cared for. Children are protected because the practitioners have an exceptional knowledge of child protection and know who to contact if a child is in need. Practitioners understand the importance of safeguarding children and make sure no child is at risk. Therefore, children are able to play in a safe and secure environment without fear or prejudice.

The room for two year olds is situated inside an outstanding maintained nursery school. The head teacher has robust recruitment processes which ensure appropriate people are employed and confirms their suitability by carrying out rigorous regulatory checks. Induction processes allow all practitioners to fully recognise the expectations of the setting and are used to enable practitioners to have an excellent understanding of the requirements of their responsibilities. The supervision and annual appraisal cycle ensures all practitioners are supported in their role and are challenged to keep developing. The continual professional development of practitioners is highly innovative because the nursery is a training provider, demonstrating outstanding practice for other nursery settings across the local authority. Highly comprehensive monitoring of practice allows the head teacher to fully support her staff to identify and improve performance. The practitioners in the room have exemplary knowledge of the learning and development requirements of the Early Years Foundation Stage and demonstrate this through their effective teaching. Self-evaluation is superior because the head teacher recognises and understands how her setting can improve. For example, she would like to work with her practitioners to introduce heuristic play sessions to give children the opportunity to pursue their interests, schemas and thinking with simple, dedicated materials.

The head teacher uses her deep-rooted knowledge of how children learn and develop to identify any children who are not making exceptional progress. She uses the support of outside agencies including educational psychologists and speech therapists, to enable children to have the assistance and additional support if required. For example, a local authority bi-lingual advisor works alongside practitioners, offering support to allow children who have English as an additional language to be fully included in the room. There are many occasions to give reflective feedback on the setting. Parents have the opportunity to meet with practitioners every term and provide informative feedback on practice to the setting. They can attend the termly family nights, where parents and children come

together with the practitioners to share in a fun evening, learning together. Parents have high regard for the head teacher and her practitioners saying 'The staff are wonderful - very caring and hard working. We trust them totally and this nursery has been great from day one. Everything is exciting for the children and the support for adults cannot be surpassed.'

## 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

<b>Unique reference number</b>	EY465561
<b>Local authority</b>	Stockport
<b>Inspection number</b>	930849
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	8
<b>Number of children on roll</b>	10
<b>Name of provider</b>	Lark Hill Nursery School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01614800867

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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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