

Buxton Nursery

Buxton County Infant School, Hardwick Square South, BUXTON, Derbyshire, SK17 6QB

Inspection date	10/02/2014
Previous inspection date	24/03/2011

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

- A rich and varied learning environment ensures that children are always engaged in stimulating activities that challenge and stretch them. The numerous play areas and nature garden provides fantastic opportunities for exploration and play, while activities both indoors and out, are superbly thought out and carefully resourced to ensure that children can fully exploit every learning experience.
- Teaching is outstanding because staff have an exemplary understanding of how to promote children's learning. They make excellent use of current research and are constantly looking for ways to improve and develop their practice for the benefit of children. As a result, the nursery is consistently using best practice and children make extremely rapid progress.
- Children's safety and well-being are of paramount importance. Staff are highly attentive to children's needs and are constantly vigilant to ensure that any hazards are successfully minimised. Safeguarding procedures are fully understood and all staff are trained in this crucial area of practice.
- Partnerships with parents are exemplary. The setting fully values the role of parents and provides numerous opportunities for parents to be involved with their child's learning and development. This ensures that children benefit from consistent care and a richer learning experience as they continue to develop their skills in both the home and nursery 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.

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 observed activities in the two playrooms, the school hall, the 'snug' and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the management team.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the nursery's own parent survey.

Inspector

Jennie Lenton

Full report

Information about the setting

Buxton Nursery registered in 2005 and is privately owned. It operates from within the grounds of Buxton Infant School in Buxton, Derbyshire and has access to the school playgrounds and hall, as well as three designated rooms for sole use. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 8am until 6pm for 50 weeks of the year. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area.

There are currently 91 children on roll, all of whom are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities.

There are currently 21 staff working directly with the children. Of these, 17 hold early years qualifications at level 3 and above. This includes one member of staff with Early Years Professional Status. The nursery receives support from the local authority and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- revise the training matrix so that first aid qualifications that are due to expire are identified more promptly so that all staff maintain their excellent range of core skills at all times.

Inspection judgements

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

Children are bursting with energy and excitement in this vibrant and busy nursery. They show that they feel extremely safe and secure as they freely move around, accessing a wide range of activities in the fantastic indoor and outdoor spaces. The homely atmosphere and supportive staff means that all children quickly relax. They confidently chat away to their peers as they play imaginatively, setting up a teddy bears' picnic or pretending to answer the telephone in the play office. They are exceptionally keen to take part in activities, showing high levels of concentration and engagement as they take part in group activities, such as group discussion time or baking. Older children really enjoy the challenge of following a recipe as they recognise the numerals next to the ingredients and weigh out butter to the correct amount. They develop their vocabulary as they describe the feeling of rubbing butter into flour, learning new words like 'squelchy'. Babies and

toddlers show a strong exploratory impulse as they crawl around their playrooms, exploring the treasure baskets and going under pieces of material that have been added to provide tunnels and dens. They show strong attachments as they snuggle up to staff while listening to stories or just to have a cuddle. An outstanding array of activities outside of the nursery are also enjoyed. Children have a fantastic sense of the wider community as they regularly visit the local shops, libraries and parks. They go to the police station in small groups and get to sit in the police vehicles and start the sirens which they thoroughly enjoy. Woodland adventures are also a highlight. Children make dens out of natural resources, collect leaves and twigs to make 'potions' and exclaim in delight and wonder as their potions change colour with the aid of 'magic'. Their imagination is fully fired as they make crowns from grass and flowers and pretend to dine on 'leaf kebabs'.

Staff are exceptionally skilled and effective teachers. Their engaging manner ensures that children's attention is fully captured as they read stories, lead circle time and sing action songs. Children are fully absorbed as they sing along to favourite songs pretending to be spacemen. Staff successfully get them to use basic calculation as they count down the spacemen who whiz away in their spaceships. Their enthusiasm is infectious and children respond with excitement as staff make every learning opportunity fun. Story books are read with emphasis, with characters coming to life as staff use different voices, holding children's attention and making the stories fun and interactive. Children's interests are used as a springboard to learning, as staff are flexible in their planning, using children's ideas to shape play. For example, they plan a visit to see the trains at the local station following one child's fascination with this mode of transport. Similarly, a scrapbook of wedding dresses and paraphernalia is made as a result of a child's request. Children collect and cut out items then make their own book with staff support. They show great pride in their finished product which incorporates their own written work and designs.

All children are making excellent progress towards the early learning goals given their starting points. This helps to prepare them well for their future learning and the move onto school. Children's achievements are recorded and the key person for each child regularly monitors their development to ensure that they are continually making swift progress. Staff successfully identify ways to help children move forward and use this to inform the planning of future activities. Planned events are shared with parents and staff consult with parents at the start of a placement to determine children's starting points. They ensure that parents are kept informed as to their child's progress through regular reviews and parents' evenings. Parents also have the opportunity to join in with their children's learning through the provision of 'chatter-bags' and 'story-dogs'. Resources are sent home for parents to share stories, toys and activities and staff are always on hand to provide additional advice about how to help children progress. Special events like the 'male carer day' also help parents to get involved in their child's learning. The nursery provides a range of activities and fathers and grandfathers come in to play alongside the children. Similar events are offered for other family members to engage. This approach enables families to really feel a part of their child's nursery experience and promotes sustained learning and development at home.

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

Children display fantastic relationships with the staff and each other. They are offered six settling-in sessions where parents slowly build up the time they leave their children. Staff use these sessions to find out about each child's personality, likes and dislikes. They provide favourite activities to help children settle and consequently, children are confident with their key person, fully engaged in fruitful activity and more than happy to be left when parents are ready to go. Indeed, the approach used by the nursery has been so successful that the school reception has adopted the same system. Information is collated on registration forms to ensure that staff are aware of any special requirements. Dietary or medical needs are fully discussed and children have individual placemats with their particular needs recorded to make sure that they only receive food that is suitable for them. Where other special requirements are identified staff work in partnership with other professionals and parents to ensure that a consistent approach is taken. For instance, where speech and language delay is identified, staff follow the techniques suggested by therapists and use these in ways that really engage children and help them to make progress in areas of concern. For example, they use the 'ready, steady, go' technique by linking this to children's favourite activities. Children are soon shouting 'go' as they splash down in water, or knock the toy tractor into the barn. Consequently, progress is rapid and children are quickly catching up with their peers.

Safety is highly prioritised. All exterior doors are kept secure and a buzzer system is in place to ensure that only authorised individuals access the building. Comprehensive risk assessments ensure that all areas and equipment are fit for use. Children also learn how to keep themselves safe. They know how to respond swiftly during a fire drill as these are regularly practised and discussed. They also learn about how to take safe risks as they consider when it is appropriate to walk on a fallen tree. They know it is not a good idea to do so if it is wet and that they might need someone to help them. This encourages them to take responsibility for their own actions, reduces the likelihood of injury while ensuring that children are challenged and still have fun. Children behave exceptionally well. They know the rules of the nursery and understand that these are in place for their own well-being. They show a strong sense of ownership for the nursery and consequently treat their surroundings and each other with respect. They take part in 'tidy-up time', putting away toys with little prompting. Children receive plenty of encouragement and praise from staff throughout the day which effectively builds self-esteem and promotes emotional security. Any unwanted actions are dealt with calmly.

Children's good health is also exceptionally well promoted. They have an outstanding array of active play opportunities with weekly swimming lessons, woodland adventures, access to the school playgrounds and 'grassy garden'. Active play is also effectively encouraged indoors, as children regularly use the school hall for games, such as 'cat and mouse'. They squeal with delight as they race around trying to catch each other under the large parachute. Children are provided with a superb range of nutritious meals, which are all prepared by the school. Menus have been approved by the 'healthy schools' initiative and so children have a hot lunch, for example, pasta and meatballs. Vegetarian and alternatives, such as jacket potatoes and salad, are also offered to children with special dietary requirements. Some children bring packed lunches and staff ensure these are stored appropriately. Snacks, such as fresh fruit and yoghurts, are also provided and drinks of milk or water are offered throughout the day.

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

Staff are all checked to ensure they are suitable to work with children. They all hold a current Disclosure and Barring Service check and regularly sign to say that there have been no changes to their circumstances which affect their ability to work with children. Staff are also well qualified and superbly supported to develop and build on their existing skills. They attend regular training and are all required to complete key courses, such as first aid and safeguarding at level 1. The management team are now seeking to ensure that these core skills are always up to date by improving their systems to book onto upcoming training courses, as first aid courses in particular are limited. Nevertheless, the nursery has managed to ensure that enough staff are always qualified and able to respond promptly to children's needs. Safeguarding procedures are fully understood by all staff. Staff recognise the signs and symptoms that may indicate abuse and are clear about how to follow up any concerns promptly. Their practice is underpinned by a full written policy, which also covers the use of mobile phones in the nursery. Annual appraisals and regular supervision sessions are also in place to ensure the ongoing suitability of staff. These are dynamic and positive sessions where staff are encouraged to discuss any concerns and build on their knowledge in specific areas relating to child development. For example, this month's supervision session focuses on staffs' understanding of 'every child a mover' and staff are encouraged to discuss their understanding of this area and how they implement it in practice. This exemplary approach benefits all children as staff constantly reflect on their own practice and are challenged to use their knowledge and expertise to provide richer learning experiences.

All staff, from the most senior to the most junior, are extremely committed to their roles and are keen to continually improve the nursery for the benefit of children. The manager is an effective leader, with a strong drive and ambition. She constantly strives to ensure that the nursery offers the best possible experiences for children and brings in experts in the field of early years education and care, in order to achieve this aim. Professionals are invited to come and talk about new research and then staff evaluate the nursery and make changes if required. For example, the nursery recently held a workshop on communication spaces. Following this, the team assessed the layout of the rooms from a child's viewpoint and identified ways to provide more child-friendly spaces to encourage speech and language. A two-storey play house is now in the pre-school, providing cubby holes and corners. Children love this addition to the room and are keen to use it in role play, making dens and using the spaces to act out a variety of imaginative roles. This commitment to ongoing development helps to ensure that the nursery is continually evolving and promoting better ways of working. Furthermore, the manager invites other childcare providers in the area to come to the nursery and take part in these events. This exceptional approach means that this nursery has a positive impact above and beyond its own setting. The progress of children is also superbly monitored to ensure that staff are accurately assessing each child and providing appropriate activities to help them make the best possible progress. Additionally, room observations and peer observations are regularly undertaken to help all staff improve on their practice. For instance, there is a focus on storytelling skills to ensure that every member of staff makes this activity as engaging and enjoyable for children as possible.

Staff build excellent relationships with parents and chat to them on a daily basis about their child's achievements and well-being. They get to know parents extremely well and seek to support them in any way possible. For instance, they help them to access additional support for their children where there is concern about development and share ideas about how to tackle any issues at home. Parents comment that they really 'appreciate the advice and tips'. This exemplary approach enables staff to support families and children more effectively as they take account of issues that may impact on daily life. Notice boards around the nursery provide parents with additional information about childcare issues and about the Early Years Foundation Stage in particular. This helps parents to support and develop their children's learning at home. Key policies and procedures are shared with parents, ensuring that they are aware of the standards to which the setting operates and providing details of how to make a complaint if they need to. Parent comments show that they are very happy with the care provided. They rate the nursery as 'fantastic' and particularly comment on the 'strong sense of community' that they experience as they feel fully included in their child's care and learning. The nursery also builds outstanding links with other providers. Teachers at the local school know the children extremely well and even help staff to identify targets for development so that they are more than ready for the transition to the classroom when the time comes. They visit the children in the nursery and staff also take them to the reception class for settling-in sessions. This ensures that children know their new teacher prior to moving onto school.

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	EY302318
Local authority	Derbyshire
Inspection number	950449
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	91
Name of provider	Jane Marie Wallis
Date of previous inspection	24/03/2011
Telephone number	01298 26 660

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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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