

The School On The Green

Pavilion Nursery, Penn Street, AMERSHAM, Bucks, HP7 0PX

Inspection date	04/06/2014
Previous inspection date	09/01/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Children make good progress given their starting points because professional staff provide an effective learning environment in which children feel safe and secure.
- Children have fun as they learn and clearly enjoy all the activities planned for them and those they choose themselves.
- The owner, manager and staff have high aspirations to deliver very good childcare and self-evaluation is accurate. The staff team are very keen to develop the existing service for children and their families.
- Partnerships with parents are very good and staff know the children extremely well. This means they meet their individual care and learning needs effectively.

It is not yet outstanding because

- Staff do not always use probing questions and explore new vocabulary to move children's learning forward even further
- Staff do not provide a range of resources to support children's understanding of disability and difference.

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 play room and garden.
- The inspector had discussions with children, parents and staff.
- The inspector undertook a joint observation with the manager.
- The inspector looked at observation files, tracking systems, the nursery's self-evaluation form and a selection of policies and children's records.

Inspector

Kim Mundy

Full report

Information about the setting

The School On The Green registered in 2008 and it is registered on the Early Years Register. The nursery operates from two rooms in a cricket pavilion, in Amersham, Buckinghamshire and there is access to an enclosed outdoor play area. The nursery provides a service for children from the local community and it is open each weekday term-time only. Morning sessions are from 9am to 12pm with a lunch club option until 1pm each day except Friday. Afternoon sessions are from 12pm until 3pm, Monday to Thursday. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. Children attend for a variety of sessions. There are currently 37 children aged from two to five years on roll. The nursery supports children with special educational needs and/or disabilities, and children who are learning to speak English as an additional language. The nursery employs nine staff including the owner and manager and of these, eight staff hold recognised early years qualifications. Visiting teachers provide French, yoga and football sessions once a week.

What the setting needs to do to improve further

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

- extend existing good teaching skills to include more probing questions and vocabulary to support children's progress across the educational programmes
- improve the range of toys and resources to support children's understanding of disability and difference.

Inspection judgements

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

Children thoroughly enjoy their time at the nursery. They arrive happily to find their name card on their mat and join in the morning greeting time. Staff involve children in discussions and talk about the exciting activities available such as making volcanoes and fossils. The warm and welcoming atmosphere creates a positive learning environment for young children. Overall, staff use effective teaching techniques such as demonstrating new tasks, making suggestions and follow up discussions to consolidate children's learning. Staff use open questioning well and they allow children time to think and respond. However, at times there is scope to ask more probing questions and explore new vocabulary to move their learning forward even further. Good planning and assessment procedures are in place. Staff use information gained from assessments of individual children's progress to plan challenging activities, which support their next steps in their learning. Staff continually share these with parents. Staff guide and support children and

they make choices and organise themselves well.

Children make good progress in their communication, language and literacy skills. Story times are most beneficial as staff make good use of props and adapt group sizes depending on the needs of the children in attendance that day. Children listen attentively and staff raise their awareness of reference books in order to find the names of dinosaurs, for example. Children enjoy mark making with their fingers in sand and cornflour and water mix with sticks. They write for a purpose in the role-play areas such as shopping lists and hairdressing appointments. By the time they leave for school, children recognise their name and some are able to write their name.

Staff plan investigative activities such as making volcano eruptions. Children listen, understand and follow staff instructions and take it in turns to make a hole in the top of the volcano in the sand tray. They fill the hole with bicarbonate of soda and add vinegar. This causes a fizzing reaction and children squeal with delight. During the activity, children further develop their turn taking skills and increase their understanding of the world. Staff plan many good opportunities for children to learn about the world in which they live. They are currently exploring dinosaurs and have fun making fossils with seashells. Children learn about other people's beliefs as they celebrate festivals such as Chinese New Year. They play with multicultural toys and resources such as dressing up clothes, musical instruments and small world people. However, there are very few resources to help children to learn about disability and difference. Children discover the life cycles of the butterfly and frog and they care for living things as they water the vegetables and flowers they plant. Staff teach children to use basic technology as they complete educational programmes on the computer, take photographs with the toy digital camera, use magnifying glasses and cash tills.

Both indoors and outdoors, children develop good large muscle skills. They have fun balancing on stepping blocks, riding cars and tricycles. Children challenge their skills as they pull themselves up the rope and the climbing wall and staff are on hand to offer support as required. Activities such as skittles, weaving on the fence and pouring water down guttering, help children to develop good hand eye coordination. Staff teach children about colour, number, shape and size during all activities. Children spend time matching cards and sorting objects by colour. They use mathematical language, for example, when making dough. Staff talk about the ingredients with the children. Children take turns to count the number of spoons of flour and talk about more or less water. They excitedly observe the changes as they add red and blue colouring and discover this makes purple. Staff plan many good opportunities for children to develop their creativity and imagination. In the role-play area, children also develop their language as they act out storylines; they dress up and use their imagination in the shop play. Children use their imagination as they make a world for the dinosaurs with recycling materials, paint and glue. They enjoy singing songs and rhymes, and explore the sounds of musical instruments such as the African drums. Children that stay to lunch club have time to rest on mats and listen to relaxing music.

Staff fully support children with special educational needs and/or disabilities to make good progress from their starting points. Parents are complimentary about this aspect of the service; they state that staff are very caring and have their child's interest at heart. Staff

develop good working relationships to support children with special educational needs such as the inclusion team, teacher for the deaf and educational psychologist. All children make good progress given their starting points because of good teaching and a well-balanced educational programme. They are well prepared for the next stage in their education.

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

The staff place strong emphasis on children's emotional well-being from the outset. Staff tailor the settling-in procedures to the individual needs of each child and parents express they are particularly pleased and reassured by this practice. Each child has a key person who oversees their care and learning. The manager leads the circle time when children arrive every morning and in turn, this allows key persons to be available to speak to parents on a daily basis. The children are kind and considerate towards one another. They enjoy praise and encouragement from staff, which boosts their confidence and self-esteem. Staff encourage the use of sand timers to support turn taking when using the computer. Children are very happy in their environment and they clearly feel safe and secure as they develop warm and trusting relationships with staff and each other.

There is a very good range of furniture, toys and resources to support staff to plan an exciting educational programme for the children. Staff encourage smaller children to make use of steps to place their feet and balance securely, for example, when they mix dough and draw. This helps them to achieve tasks and sustain interest as they sit with staff more comfortably. Children develop independence in the playroom; they help themselves to toys and resources and make choices during their play.

Staff teach children to live healthy lifestyles. In preparation for snack time, children follow good hygiene routines by washing their hands. Children enjoy healthy snacks such as fresh fruit, vegetables and toast. They develop their independence skills as they pour their drinks and butter their toast. Staff initiate conversations about healthy eating, for example, as children overload their knives with butter. They explore healthy and unhealthy foods through different activities such as a sticking activity and by sorting fruits and vegetables. Some of the children stay for the afternoon session and their parents provide a packed lunch for them.

The nursery has good policies and procedures in place for administering medication. Several staff are first-aid trained to manage accidents effectively as they arise. Good record keeping is in place and the manager audits the frequency of accidents and makes possible changes in the environment as the need arises. Staff teach children to become responsible for their own safety. Children learn to use different tools safely such as scissors and hammers. Children practise the emergency evacuation procedure and take small risks while supervised when climbing.

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

The owner and manager have a very good understanding of their role and responsibilities and therefore, the nursery is well led and managed. All staff have a good understanding of the nursery's safeguarding policy and procedures, and up to date knowledge of safeguarding issues. The owner has attended relevant training as the designated person for safeguarding and in her capacity as a recruiter for nursery staff. Rigorous recruitment and vetting procedures are in place to include Disclosure and Barring Service checks for all staff and visiting teachers. Risk assessments are fully in place and as a result, children are safe because staff identify and minimise possible risks. Staff deployment is good, ensuring all children are supervised effectively and receive support and encouragement throughout the session. All visitors to the nursery are required to sign in and out using the visitors' book, this ensures an accurate record of everyone coming into contact with the children is maintained. The manager and owner make sure that all of the necessary paperwork is accurately maintained. This includes a written record of children's attendance, any complaints and permission to take children on outings.

The nursery has made good progress since the last inspection. The owner, manager and staff demonstrate a strong commitment to providing high quality childcare. Good self-evaluation drives future improvements by accurately identifying the nursery's strengths and areas for future development. Staff are keen to develop children's outdoor play experiences by introducing forest school activities. The views of parents and children are of high importance to staff. Both parents and children complete questionnaires and there is a parent suggestion box to further enable them to express their views about the nursery. Whenever possible, staff put their ideas into daily practice.

The manager has a good understanding of her responsibilities in relation to delivering the learning and development requirements of the Early Years Foundation Stage. She acts as a good role model and closely monitors the tracking of children's progress. The manager identifies any gaps in children's learning and takes action to close any gaps. Good systems are in place for the progress check for two-year-old children and parents are fully involved in this system. Effective teamwork amongst enthusiastic staff creates a strong drive to promote children's welfare and raise achievement even further.

Partnerships with parents and other professionals is very good. The friendly exchange of information between staff and parents means that, children's changing needs are met. During the inspection, all parents speak highly about the staff and nursery provision. They value the fact that staff know their children really well. Parents are also very thankful for the ideas the staff share to further complement their child's learning at home. They are up to date with their child's learning, because staff hold ongoing discussions about their future targets. Staff prepare children extremely well for moving on to school. They establish good links with the schools and reception teachers who come in to nursery to meet and get to know the children. In this nurturing and caring nursery, children have fun as they learn through play.

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	EY385715
Local authority	Buckinghamshire
Inspection number	963333
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	37
Name of provider	Kathryn Morris
Date of previous inspection	09/01/2014
Telephone number	01494715518

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Type of provision

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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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