

Spencer Nursery School

Spencer Road, Mitcham Junction, Mitcham, Surrey, CR4 4JP

Inspection date

Previous inspection date

09/12/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

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

- Children flourish in this well-organised, excellently resourced, welcoming and inclusive nursery. They have very close relationships with staff and each other.
- Staff plan an extensive range of activities and experiences that interest and challenge children. Many children make rapid progress in their learning in relation to their age, starting points and capabilities.
- Children show very high levels of confidence and independence and are motivated to learn.
- Managers and staff are extremely committed to providing a high quality service. They monitor their practice very closely and take highly effective steps to ensure that outcomes for children are excellent.
- Partnerships with parents are exemplary and parents are fully involved in their child's learning.

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 held discussions with the School business manager, interim head teacher, and the head teacher of associated Hackbridge Primary School. The inspector spoke to members of staff and the children at appropriate times during the inspection.
- The inspector observed the children as they took part in activities and care routines during meal times, within their group rooms and the outside play environments.
- The inspector and head of centre carried out a joint observation of practice.
- The inspector sampled a range of documents, including children's records and safeguarding procedures.
- The inspector sought the views of some parents as they arrived to collect their children.

Inspector

Claire Douglas

Full report

Information about the setting

Spencer Nursery School is a maintained school, which originally opened in 1946. The registered provider is Spencer Nursery School Governing body and Committee and was registered in 2003 and designated as a children's centre in July 2005. The centre is purpose built and operates from three nursery rooms. It is situated in a residential area of Mitcham Junction and serves the whole Borough of Sutton. The nursery is open each weekday from 8am to 6pm. All children have access to an enclosed outdoor play area. The nursery is registered on the Early Years Register. There are currently 78 children in the early years age range on roll. Children attend for a variety of sessions. The nursery receives funding to provide free early education for children aged two, three and four years. Staff support children who have special educational needs and/or disabilities and those children who are learning English as an additional language. The nursery employs 21 staff of whom 16 are early years practitioners. All staff working with children hold relevant early years qualifications, including one with Qualified Teacher Status and four with a degree level qualification.

What the setting needs to do to improve further

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

- further enhance opportunities for children to develop their early mathematical understanding, for example by using numbers as labels and props around the inside environment.

Inspection judgements

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

Staff meet the needs of all children very effectively. They plan a rich and varied curriculum that helps children make very good progress in all areas of their development. Before the children start, staff carry out home visits, this creates an excellent foundation for children to settle in to nursery life with ease. During these visits, staff make sure that they have detailed information about each child's background, starting points and needs, so that they can provide high quality individual care and education. They ask parents to fill in comprehensive registration forms and talk to them to gather information while children settle in. Staff make regular and precise assessments of children's achievements. They use their assessments to successfully plan activities based on children's interests and needs. Staff work very closely with parents. They involve them in regular reviews of children's development and agree the next steps for children's learning with them. Parents and extended family members, such as grandparents, provide observations, which are included in assessments. This means that staff can plan activities that build on the most recent information about what children know and can do. Staff provide parents with excellent

information on the planned month ahead. This includes details of how parents can continue learning experiences at home by borrowing resources or contribute to activities at the nursery. This approach is highly successful in involving parents in their child's learning and promotes a consistent approach between nursery and home. As a result, children often make rapid progress from their starting points.

Staff have an excellent understanding of how to extend children's learning through play. They teach children a wealth of skills and attitudes that prepare them very well for the next stage of learning and for school. They skillfully enhance children's language and communication development exceedingly well. Staff make excellent use of large photographic prompts such as visual timetables for children of varying abilities and younger children, and those learning English as an additional language. This helps to ensure everyone makes at least good progress. The staff sing rhymes and share books with younger children, encouraging them to repeat new words. Older children confidently share ideas with one another at small group times, eagerly predicting what will happen next when building stories from story cards. Staff successfully engage children's interest in books by creating welcoming, comfortable book areas where children relax and talk to their friends.

The staff make very good use of the daily routines to encourage children to solve simple problems. For example, in the outside play space children delight in riding bikes around a road layout and they share four drivers' licences. Should a child crash in to another bike, they lose their licence for a few minutes. Children develop a concept of time as they wait patiently to regain their licence watching a digital timer. This enables older children to think about the number of bikes available, further developing mathematical skills. Numbers are displayed attractively throughout the setting though, there are slightly fewer opportunities for children to see and use numbers to develop their understanding of value, when playing inside.

Staff give babies plenty of purposeful and stimulating time and space to freely explore with all their senses. The babies regularly access a sensory room with tubes of coloured bubbles and twinkling lights, smiling as they point to the images of butterflies that project across the wall. Here the babies develop the sense of touch as they feel the range of textured objects contained in the low-level baskets.

All children extend their learning through daily visits to the outside play areas. They dig in the mud, make marks on paper, paint with water and read books on cushions. Alternatively, they visit the sensory garden; during winter months they explore with torches in the dark, developing knowledge and confidence in the environment around them. Lavender bushes are smelt and beams are balanced along as staff encourage children to take risks in a safe environment. The children also have access to an allotment area across the road from the nursery; here they dig in the mud and look for bugs and beetles. Staff help children to grow fruits and vegetables. When returning to the nursery they write about what they have achieved, developing their literacy skills very well. Staff offer children very good opportunities to initiate their own play, follow their interests and grow in independence. They engage children in activities that they are keen to take part in and want to build on afterwards on their own initiative. Children showed high levels of independence as they selected from a range of boxes during the inspection, to create

recycled models, adding glitter and paint. Older children find their names and self-register, and they write their names independently on their creations with encouragement from staff. All this helps children to be ready for their next stage of development and school. Staff encourage children to use their imaginations by providing varied and interesting role-play experiences. Children benefit from an extremely well-planned, balanced routine across the day and are very well occupied and stimulated.

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

Children thrive in this welcoming environment and form extremely strong bonds with their key person. Staff greet children warmly as they arrive and are highly sensitive to their individual needs. They support new children very effectively, making sure they follow young children's home routines and sleep patterns. Staff effectively prepare children for changes and transitions in their lives. They support children by accompanying them on regular short visits to the seniors' room before making the complete transition. Children moving on to school are very well prepared. They are taken on social visits to the local schools and teachers are invited to the nursery. Staff encourage children to have discussions and explore their emotions through the implementation of a school role-play area. This supports children's physical and emotional wellbeing extremely well and they settle very quickly.

Staff are warm, calm and patient in their approach. They provide consistent guidance for all children, make sure they are familiar with their expectations and support children to resolve conflicts themselves. As a result, children's behaviour is extremely good. They happily follow the daily routines, share and take turns with toys and equipment and show concern for their friends. Staff create an interesting, well-organised play environment. They make sure that children can easily choose from an excellent variety of resources and play materials in their classrooms. Young children select materials to play with from low-level clear shelves and baskets. This enables them to explore and initiate their own learning experiences. Older children show very high levels of independence. They get out equipment that they want to use, such as sticky tape or felt tip pens and put them away when they have finished. An extensive range of resources is also available outside in the well-planned, stimulating garden.

Staff supervise children vigilantly and pay very close attention to ensuring their safety at all times. They conduct daily checks of the premises and garden and make sure appropriate precautions are in place, such as safety gates. As a result, children move safely around the nursery. They develop an excellent understanding of risks and how to keep themselves safe. For example, young children are reminded to walk slowly, so they do not fall, holding hands on their way down the corridor. Children take part in regular fire drills so that everyone knows what to do in an emergency. Staff support children's understanding of healthy practices very effectively. Young children manage their own personal needs when they use a wipe to wash their face and hands after meals. Children quickly learn the routine for washing hands before eating and remember that they need to do this to get rid of germs. Children benefit from freshly prepared, well balanced meals and snacks that meet their nutritional needs. During the inspection, older children served

themselves chilli-con-carne and rice and cleared their plates afterwards. Young children fed themselves with spoons with full support from staff. Children play outside every day in all weathers as part of a healthy lifestyle.

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

Highly effective arrangements are in place to safeguard children's welfare. Robust recruitment procedures ensure children are cared for by appropriately vetted and qualified staff who are suitable to work with them. A thorough process for induction means that policies and procedures work very well in practice. All staff complete child protection training and know what steps to take if they have concerns about a child. Staff have an extremely thorough understanding of their responsibilities towards the children in their care and the need to provide a safe environment. The management team has a very good understanding of the appropriate action to take if there are concerns about children or allegations against staff. They seek appropriate advice from the local authority designated officer when necessary. The head teacher is aware of the required adult-to-child ratios to keep children safe and secure and these are maintained through an effective registration system. Staff absences are covered efficiently as the nursery is generally running at over the required ratios and they seek further staff from a known agency if necessary.

The management team has positively addressed the recommendations set at the last inspection and are meeting all requirements of the Early Years Foundation Stage. They are aware of their responsibility to notify Ofsted of any significant incidents or events. All required documentation that supports the smooth day-to-day running of the setting is in place and is meticulously well organised and comprehensive.

Staff work very well together as a team, sharing tasks and responsibilities extremely effectively throughout the day. Head teachers work alongside staff, acting as inspiring role models, mentoring staff and observing practice. The management team closely monitors staff performance through an established system of staff meetings, supervision and appraisals. Staff have excellent opportunities to develop their skills by attending higher levels of training, local courses and in-house training. They are involved in peer observations as part of the supervision process, which results in useful feedback and suggestions for improvements to practice. This supports staff's professional development and results in a very well-trained, effectively supported and highly motivated staff team.

Staff show an excellent understanding of the learning and development requirements. They deliver an interesting and highly-stimulating programme of learning for children. Staff seek appropriate support and interventions where they identify any gaps or differences in learning. They plan and adapt activities very effectively according to individual learning style and needs. They work appropriately with other professionals if children have additional needs to ensure a consistent approach, which means they are able to support all children effectively. Staff and the management team constantly reflect on their practice and review the provision to evaluate what they can do even better. Since the last inspection, they have developed and extended the indoor and outdoor

environment; extending the resources available to ensure that the environment meets the needs of all the children. As a result, children benefit from a wealth of exciting experiences indoors and outdoors that comprehensively support their learning. Recent developments include extending the literacy opportunities for boys by creating a secret writing area.

Staff actively seek the views of parents and respond positively to their suggestions. Staff have very good relationships with parents. They talk to them every day to exchange information and provide both verbal and written feedback at the end of the day. Parents have access to a wealth of information through newsletters, monthly planning sheets and the notice boards. Parents speak very highly of the nursery. They particularly value staff's individual approach to their child's care and believe that staff meet their child's needs extremely well. Links are actively encouraged with other providers, in particular local children's centres and primary schools. These helps to provide continuity of care when children are moving on and helps the setting to meet children's individual needs very well.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY280332
Local authority	Sutton
Inspection number	837434
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	62
Number of children on roll	78
Name of provider	Spencer Nursery School Governing Body
Date of previous inspection	not applicable
Telephone number	0208 648 4126

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

