Rectory Lane Nursery

Easthampstead Community Centre, Rectory Lane, BRACKNELL, Berkshire, RG12 7BH

Inspection date	23/10/2013
Previous inspection date	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

- The nursery environment is extremely stimulating to children. Children engage exceptionally well in their chosen play. Resources and activities cover all seven areas of learning and provide enriching learning opportunities.
- Staff are very experienced and outstanding role models for children. They work extremely well together. The leadership of the nursery is highly effective and inspiring.
- Home visits and partnerships with parents help staff to understand children's backgrounds, interests and needs. As a result staff are very well organised in their planning and children are making extremely good progress in line with their starting points.
- There are excellent partnerships with other professionals to ensure that children's individual needs are thoroughly met.
- Children are making outstanding progress in their speech and understanding of language.
- Children's behaviour is very good. They have excellent warm relationships with staff and engage enthusiastically with one another in their play.
- Children are very happy at nursery and parents are highly positive about the care their children receive.

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 children in their play and in their interactions with staff.
- The inspector engaged in conversation with staff, children and their parents.
- The inspector took part in a joint observation with the manger and discussed with her how the nursery work in partnership with other professionals.
- The inspector sampled the nursery's documentation and children's development records.
- The inspector read, discussed and took into account the nursery's self-evaluation form.

Inspector
Aileen Finan

Full Report

Information about the setting

Rectory Lane Nursery opened in 1994. It registered with the current owner in 2013. The nursery operates from two larger rooms within Easthampstead Community Centre in Bracknell, Berkshire. There is an outdoor play area which is directly accessible from both play rooms. The nursery operates during term time. Sessions are from 9.15am until 12.15pm Monday to Friday, for 38 weeks of the year. There is level access to the premises and toilets on the entrance level. Steps lead into the main hall. There is a wheelchair accessible lift installed between the entrance level and main hall. The nursery is registered on the Early Years Register. Children attend from age two until the end of the early years foundation stage, for a variety of sessions. The nursery serves the local community. There are currently 27 children on roll. The nursery is in receipt of funding for the provision of free early education places for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities, and children for who English is an additional language. There are five staff members working with children. The provider, who is also the manager, holds Early Years Professional Status. Another staff member is a qualified teacher. Of the remaining staff, two hold appropriate childcare qualifications and the other staff member is completing a childcare qualification.

What the setting needs to do to improve further

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

- extend and build on the opportunities to further provide parents with information about home-nursery learning.

Inspection judgements

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

The nursery achieves very high standards for children's learning because staff have an exceptional understanding of children's interests and starting points. Extremely well embedded practice ensures that children and their families receive a home visit so that staff can get to know children. Staff use their outstanding knowledge and their extremely good understanding of the learning and development requirements to plan for children effectively on an individual level. This enables staff to provide an extremely challenging educational program for all children.

The indoor and outdoor environments are highly stimulating. Children have wide open spaces to play in both inside and outdoors. Resources, activities and the exceptional staff interaction provide rich and varied experiences for children in all seven areas of learning. Consequently, children are making very good progress in relation to their starting points.

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Assessment of children is precise. Staff clearly link children's observations and achievements to plan for children's next steps. The manager tracks their progress regularly. This means that staff have a precise knowledge of children's learning and can act promptly on any identified gaps to make interventions to promote children's development. There are highly effective strategies to engage parents in their children's learning, and to share children's progress with them. However, because the nursery and its manager are extremely proactive in promoting the outcomes for children further, staff are always considering what can be done next to support parents understanding further.

The focus of the nursery practice is for children to lead their own play. Staff are motivational in interacting effectively to extend children's learning and to provide enriching planned learning experiences. For example in an activity to promote children's understanding of sounds, a staff member hides items in a covered box and then one by one makes the sounds out of children's sight, inviting them to guess. Children are confident to recall the sounds that the staff member had previously introduced to them. They guess correctly and are enthusiastic to name the items, such as the rumble of a crisp packet or the rattle of keys.

Staff are extremely motivational in supporting how children acquire their understanding and use of language. They ensure they are aware of children's home language key words and provide labelling in other languages for those children speaking English as an additional language. The nursery follow the Every Child A Talker programme and the nursery manager is a lead practitioner in the field. There are excellent partnerships with speech and language therapists to ensure those children needing additional support receive the help they need to fulfil their potential. The nursery state that health visitors have informed them that they have identified a 'marked improvement' that children attending the nursery are making in their speech. The nursery was also identified for their practice. This was highlighted as 'worthy of dissemination'. Staff and children took part in a training video to support other providers in promoting children's language skills. Children of all age groups and of all abilities are making extremely good progress in relation to their starting points. They demonstrate excellent readiness for their next stage of learning.

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

Children are exceptionally happy at nursery. They are eagerly excited to join in with activities and to take part in their play. Children are very confident individuals. They chat and engage with one another exceptionally well, and have a high level of self-esteem that enables them to develop their relationships further. For example, children play musical instruments, selected from the very wide choice available. Other children accompany their playing by singing into toy microphones, while others dance about with pom-poms. Because children lead their play, they are making secure progress in their personal, social and emotional development. They are highly confident to make choices about what they want to do.

Staff are extremely skilled and sensitive in helping children to form emotional attachments. Consequently, children have very warm relationships with the staff who care

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for them. Children are enthusiastic about asking staff to join them in their play, for example by giving them instructions about what to draw on the chalkboard. Staff follow these instructions by drawing 'a big mouth', 'two eyes' and 'a nose'. They laugh together as a child exclaims 'it's you'. A staff member notices that a child is not looking well. She provides him with care and attention so that he feels content and secure before his parent comes in to collect him.

The key person system is fully embedded. Children receive high levels of support from their key person who completes their home visit. This enables the staff member to them find out about children's backgrounds and interests. Children therefore settle exceptionally quickly because staff can plan for them very well. Staff further promote children's development and learning through the wealth of opportunities that children benefit from by taking part in small group activities. These groups are determined by children's similar levels of ability and attainment. Story times in small groups at the start of the day help children to build on their understanding of language. Children that are more able have exciting opportunities to recall what happens in a story and to offer their suggestions about why or how something happens. For example, a child is confident to highlight that a 'good' bed could be one made of wood. He adds that it may be 'more comfortable' as they discuss why the character in the story cannot get to sleep. Later in the day, children meet again in their groups to practise the rhyme of the week and meet the challenge of the week. For this week, it is finding the colour purple. Extremely nurturing staff use their very effective teaching skills to help less able children to feel confident about speaking in a group by their use and implementation of puppets. Children that are more able are confident to rise to challenges when the staff member changes the words of the rhymes. The children are extremely confident to explain to the staff member that she is saying the 'wrong words'.

Children's behaviour is outstanding. They show exemplary respect for one another's needs and feelings. They learn about safety within the nursery, for example about telling staff when they are going to the toilet and by wiping their feet on the mat when coming in from the outside with wet shoes. Children are extremely independent at snack times. They wash and dry their hands with minimum supervision. They pour their drinks from jugs and choose the toppings for the crisp breads. As a child spreads butter with a knife confidently, another child asks for honey. This sparks a discussion about where honey comes from. All children are excited and confident to point out 'from bees'.

The nursery provides an extremely highly stimulating environment for children indoors and outdoors. Learning opportunities are limitless. Children lead their play and staff use inspiring techniques to build on what children already know or what they want to do. There are enriching opportunities for learning through the highly effective use of the outdoor environment. Staff plan extremely well for all seven areas of learning. Children build large-scale train tracks together, fitting the pieces together enthusiastically. Children move freely between the indoors and outside. They push prams around and practise balancing on beams. Children dress up; some in future school uniforms, as others collect leaves as a natural resource for a forthcoming activity. Therefore, children receive regular fresh air and exercise but the extension for learning benefits children's differing learning styles and offers enriching learning opportunities throughout the morning. Children are

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very secure in their physical, personal, social and emotional development. They are therefore extremely well prepared for the next stage in their learning.

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

The leadership of the nursery is inspirational. The manager, previously the deputy, has been able to reflect positively on the provision of care for children in her pursuit of excellence for the nursery. As a result, day-to-day practice is very strong. Highly experienced staff work with the children. Their morale is extremely high. The staff team work exceptionally well together and demonstrate they have a very good understanding of all the children attending.

Staff at the nursery have an exemplary understanding of the safeguarding and welfare requirements for the Statutory Framework of the Early Years Foundation Stage. They demonstrate a thorough understanding of their responsibilities to safeguard the children they care for and the procedures to take should they have a concern about a child in their care. Highly effective systems are in place to monitor children's safety. Staff adhere to the robust policies and procedures at all times to ensure consistency in day-to-day working. This very good practice maintains the strength of promoting children's health and well-being at all times. Staff share the nursery's policies with parents at home visits. This means that parents have opportunities to discuss these procedures so that they have a secure understanding of the practice to promote their children's welfare. Secure risk assessments for the environment, activities and individual children further promote children's safety.

Recruitment practice is strong. This ensures that the adults working with children are suitable to do so. Induction systems and monitoring of staff performance and practice is highly effective. Staff meet daily to discuss planning and the aims for individual children. Training for staff is based on children's needs and in particular in how to promote the development of children's language skills and understanding. Staff have an outstanding knowledge of the learning and development requirements and an exceptional awareness of how to plan for individual children's needs.

Parents are extremely happy about the care their children receive. They highlight the very good progress their children are making and the extremely warm relationships children have with the staff. The nursery provides parents with information about what children are learning; for example, the weekly rhyme and the weekly challenge. Parents are also encouraged to engage in two-way communication using the home-nursery link books. Staff at the nursery are considering the other ways in which they can support how parents can extend children's learning at home.

Staff establish very good partnerships with local schools that children may move on to. Excellent partnerships with other professionals are inspirational. These include occupational therapists, speech therapists, health visitors, educational psychologists, the local authority, social workers and local children's centres among others. Those children

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needing additional support, care and guidance are cared for extremely well. There are highly effective interventions in place to monitor all children's needs. Staff provide exceptional support to those children speaking English as an additional language. Children celebrate the language of others and are able to see positive images that reflect their wider community. This very good practice helps to promote children's understanding and awareness of diversity further.

The manager and staff at the nursery have a strong desire to drive and maintain their ongoing improvement. Staff are highly reflective about their day-to-day practice and have ensured that they positively promote the outcomes for children. For example, they have given great consideration to ensure that the environment is stimulating and that resources are readily accessible so that children can lead their play. Staff are highly confident to identify the strengths of the provision. The nursery has extremely clear targets for the future. These include developing the enriching opportunities for children further and supporting parents understanding of how children learn. Also extending the provision in relation to opening periods to meet the needs of those families in the local community.

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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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.

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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	EY459663
Local authority	Bracknell Forest
Inspection number	916542
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	27
Name of provider	Rectory Lane Nursery Limited
Date of previous inspection	not applicable
Telephone number	01344 310810

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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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