

Little Stars White Hall Academy

Melbourne Road, CLACTON-ON-SEA, Essex, CO15 3SP

Inspection date

Previous inspection date

16/04/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Practitioners demonstrate a secure understanding of the needs of the children in their key person groups. This ensures that children's individual requirements, interests and needs are effectively met.
- Children are keen, motivated and excited about learning. They independently extend their natural curiosity by exploring the fun, stimulating and welcoming environment, which is well presented by knowledgeable and creative practitioners.
- Practitioners form an experienced and knowledgeable team of early educators, who demonstrate secure understanding of how children learn. As a result, children make very good progress.
- Partnerships with parents and others work well. The effective working partnership between all parties involved in the children's lives complements their learning and supports their individual needs.

It is not yet outstanding because

- Opportunities for children to fully develop independence skills during daily routines are not consistently available. For example, children are not always involved in the preparation of snack time.
- Children cannot easily help themselves to the available fresh drinking water to be able to refresh and hydrate themselves.

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 compulsory part 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 nursery rooms and garden.
- The inspector held discussions with the manager, practitioners, special educational needs coordinator, parents and children at appropriate times during the inspection.
The inspector looked at a selection of records including children's personal details, information about their learning and progress, written policies, risk assessments, daily attendance records, evidence of practitioners' qualifications and suitability, and a range of other relevant documents.
- The inspector took account of the views of parents spoken to at the time of the inspection.

Inspector

Lynn Hughes

Full Report

Information about the setting

Little Stars White Hall Academy Nursery was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in purpose-built premises in the Clacton-on-Sea area of Essex, and is managed by the chair of governors of the White Hall Academy, as a subsidiary of the learning pathways trust who runs the school. The nursery serves the local area and is accessible to all children. It operates from one end of a larger classroom and there is a fully enclosed area available for outdoor play.

The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and above, including the head of the early years department who has Early Years Professional Status and Qualified Teacher Status.

The nursery opens Monday to Friday during term time only. Sessions are from 8.30am until 11.30am and 12.15pm until 3.15pm. There is also a lunch club which operates from 11.30am until 12.15pm each day. Children attend for a variety of sessions. There are currently 39 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend experiences for children which enable them to fully develop independence skills, for example, by participating more effectively in the preparation of snack time

- review the provision of fresh drinking water to ensure that it is easily available so that children can more readily help themselves.

Inspection judgements

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

Practitioners demonstrate a secure understanding of the seven areas of learning. Children are actively engaged in a good range of freely chosen play, as well as some planned and focused activities throughout the session. The success of children's learning is enhanced by knowledgeable practitioners who capture children's interests. They demonstrate a good understanding of how and when to intervene in children's free play to extend their

thinking. Children make good progress because they are well supported by practitioners who frequently observe what they can do and maintain clear records which help them monitor the progress children are making. They use their effective observations to identify children's next steps in learning and to tailor planning to include learning experiences to meet these. Practitioners skilfully identify children who may require additional help in their learning. All children, including those who have special educational needs and/or disabilities and those who speak English as an additional language, make equally good progress because their needs are recognised and taken into account through the planning and assessment process.

Children's language development is promoted through the practitioners' effective use of questioning. They encourage children to think about what they are doing and what will happen next. Children are encouraged to share their thoughts in large and small groups. The environment is rich in print, which helps children to understand that print carries meaning, and some key words displayed around the nursery are translated into languages spoken by some of the children.

The well-planned key person time provides good opportunities for children to become engaged in focused, adult-led activities. The key person and additional support practitioners lead a planned activity, such as a listening game, or a discussion which promotes counting and sorting. Children enjoy this special time with their key person and participate enthusiastically in the discussions. For example, children have opportunities to talk about babies and younger siblings when the planned activity enables them to make use of the 'chatterboxes'. These are a range of different sized and coloured boxes which contain items of interest based around a theme. The baby box contains a baby's nappy, dummy, bottle, wipes and toys. Children excitedly tell the key person about their experiences with younger siblings or cousins who are babies. The nursery has been actively involved in the 'Every Child a Talker' programme, which has had a positive impact on children's speech and language skills. Children spend valuable time acquiring good literacy skills as they make marks in sand, paint and gloop. Snow painting, where children spray coloured paint onto the snow, provides opportunities to further enhance their literacy skills as they make large and small coloured marks on the crisp, white snow.

Parents are encouraged to become actively involved in their children's learning. Good verbal communication between practitioners and parents enables them to gain knowledge about what their children have been doing at nursery. They regularly view their children's development records and learning journeys, and help to determine their next steps in learning. Children are effectively prepared for their next stages of development as practitioners encourage them to become independent, to listen and to be mindful of other people's needs.

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

The successful key person system ensures that all children form close and caring attachments with their special person. They gather good information from parents to ensure their child's individual needs are met and their well-being is fully supported. Therefore, children have a secure and consistent base from which to explore and learn.

They develop independence as they place their belongings on their labelled coat peg, select resources from the well-labelled storage units and make choices about whether they play indoors or outdoors. Visual cues displayed around the nursery help to support children with special educational needs and/or disabilities and those who speak English as an additional language. These strategies help all children to play an active role in their nursery day by effectively communicating their needs. Children behave well and learn to take turns, share and cooperate with each other. An effective sticker system demonstrates when children have been especially good or have achieved something new. Practitioners use positive praise and encouragement at all times, to get the best from children.

Children behave in ways that show that they feel confident, safe and secure at nursery. They move proficiently between the play areas, freely accessing the resources and equipment on offer to them. They approach practitioners with ease and enter into lively discussions with them. Children develop good knowledge of keeping safe as practitioners encourage them to think about their actions and to determine whether their practice is safe. Children enjoy fresh air and exercise throughout the nursery session, as they access one or all of the three well-equipped and exciting outdoor areas. They have very good opportunities to develop physical skills, for example, when they climb on a range of equipment and natural resources. They run around, negotiating space in the large outdoor areas, and use a range of outdoor equipment, such as bats and balls, to develop catching and throwing skills. Children enjoy a mid-session snack of fresh and dried fruits. They sit with their key person in small groups and use the time to discuss what they have been doing that day. However, opportunities for children to further develop their independence skills are not fully promoted so that they are actively involved in the preparation and presentation of snack. The provision of fresh drinking water, to allow children to help themselves, is sometimes inconsistent. There is a small kitchen/messy play area where cups are available and children are encouraged to help themselves to water. However, this is not easily accessible for younger children, which results in some children not always being well hydrated.

The nursery environment is bright, welcoming and stimulating. The room is sectioned into areas, for example, the book corner and the role play area. This enables children to make choices about where they play and how they use the resources to extend their interests and learning. The use of a section of the large room between the younger children's nursery and the older children provides a good area for transition. Children who are approaching three years are encouraged to use this area to get used to the practitioners working at the older end, the resources and the children. This aids a smooth transition between the two age groups. The same process is used when children transfer from the older nursery to the reception class, providing good support to prepare children for their next stages of learning.

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

The head of the early years department, who works across all sections of early years within the academy and nursery, is also the nursery manager. She oversees the effective delivery of the Early Years Foundation Stage, which provides her with a good overview of

the educational programme and learning opportunities offered to children. Careful monitoring and observations of the working practices within the nursery enable the manager to ensure the team are working consistently and following the nursery's aims and objectives. The manager has high aspirations for the nursery, which are reflected in the self-evaluation form and action plans for future developments. The continuous self-evaluation of all aspects of the nursery take into account the views of parents, children, practitioners, support staff and other professionals. The nursery's strengths and weaknesses are effectively identified and planned actions to overcome weaknesses are acted upon proficiently. The manager, special educational needs coordinator and key persons work well with professionals from outside agencies. These effective partnerships ensure that children with special educational needs and/or disabilities and vulnerable children receive the support that they need to make progress in their learning. Practitioners are mindful of the need to close any gaps in children's attainment regarding their starting points.

Children are well protected through the nursery's effective safeguarding procedures. All practitioners demonstrate secure knowledge of their responsibilities to protect the children in their care. They attend regular and relevant training to update their safeguarding knowledge. New employees are recruited through the school's 'safer recruitment procedure', which ensures that all practitioners are suitable to work with children. Proof of their suitability clearance is held on file. Children play and learn in a safe and secure environment as the premises, gardens and outings are effectively risk assessed.

Newly appointed practitioners are well prepared for their role through an effective induction programme. This ensures that the nursery's policies and procedures are well embedded and that all practitioners fully understand them. A well-established appraisal system is supported by a recently introduced system for staff supervision. Every practitioner is offered a short supervision meeting fortnightly. This provides them with opportunities to share any working concerns, discuss their practice and receive feedback on their work. All practitioners have access to a well-established programme of professional development, which helps to further develop their knowledge, understanding and professional qualifications.

Partnerships with parents are very strong. The nursery works well with parents to involve them in all aspects of nursery life, as well as supporting them in their own development. For example, the school offers a number of courses and classes, such as effective parenting classes, which are well attended and beneficial. Parents are kept well informed about their children's progress and enjoyment of nursery life through informal daily discussions and more formal open evenings. Partnerships with other early years settings which children attend are good. The nursery is committed to sharing relevant information to complement the learning which takes place in all areas of children's lives. Transition arrangements between the nursery and school on whose site it operates are very good.

The Childcare Register

The requirements for the compulsory 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	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.

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	EY453853
Local authority	Essex
Inspection number	887428
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 3
Total number of places	25
Number of children on roll	39
Name of provider	Learning Pathways Trust
Date of previous inspection	not applicable
Telephone number	01255422825

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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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