

Gill Blowers Nursery School

1 Mossdale Court, LUTON, Bedfordshire, LU4 9JL

Inspection date

Previous inspection date

20/02/2014

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

- The staff use a highly effective programme for monitoring children's learning and development which enables them to make exceptional progress given their individual starting points.
- The excellent teaching of staff enables children to make outstanding progress in their development of literacy and reading.
- Staff have high expectations for what children can do and inspire a 'can do' attitude amongst children, which boosts their sense of esteem and willingness to explore challenge in their play.
- Children behave extremely well because of the clear boundaries and rules in place, which in turn, helps them to feel very secure.
- The inspirational leadership team at the nursery drives up standards and rigorously monitors and reviews the quality of care and learning at the nursery.
- Safeguarding at the nursery is exemplary because staff are highly trained and experienced in supporting children and working in partnership with families in need.

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's activities in the main room and outdoor area.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the headteacher.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and self-evaluation.
- The inspector had a meeting with the headteacher and deputy manager of the nursery.

Inspector

Hayley Marshall

Full report

Information about the setting

Gill Blowers Nursery School was registered in 1999 and is on the Early Years Register. It is situated at the bottom of high rise flats in the Leagrave area of Luton, Bedfordshire. The nursery is managed by the Governing Body of Gill Blowers Nursery School. The nursery serves the local area and is accessible to all children. It operates from one main room and enclosed garden area.

The nursery opens Monday to Friday all year round, from 8am until 6pm. Children attend for a variety of sessions. There are currently 16 children attending who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs eight members of childcare staff. The headteacher is a qualified teacher. All other staff hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- continue to extend and inspire children's interest in technology through regular access to computers which they can programme.

Inspection judgements

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

The quality of teaching at the nursery is exceptional and this has an extremely positive impact upon children's learning. Children are eager and willing to learn and have a high sense of autonomy at the nursery as they lead their play. The staff follow on from children's lead as they build upon what interests children and target areas where they need extra support. For example, the staff introduce an extensive programme for raising children's communication and language development. This ensures that all children, including those who speak English as an additional language and have special educational needs, make rapid progress. Staff place high importance upon teaching children how to communicate. They model language and ask children open-ended questions. The frequent exchanges between staff and children help children to use language as a powerful tool to express themselves. Children talk extensively about things which are of interest to them and express themselves freely. When children's progress does not meet expectations, staff swiftly develop targeted plans with the support of speech and language therapists. As a result, all children make rapid progress. Children play alongside others and invite staff to join them in their play. Staff balance adult-led activities with giving children free choice

and control over their learning. This gives children the exceptional skills they need to be highly successful in their future learning and prepares them extremely well for entry to school.

The extensive activities in the outdoor area enable children to fully develop their large muscles. They balance and negotiate differing surfaces as they play in all weathers. Children jump in puddles and take delight in climbing large slides where they explore different way they can slide down. This increases the control and development of their large muscles. Staff fully utilise the outdoor area where they provide differing activities which suit the changing seasons. In summer months children enjoy playing in large paddling pools and in winter they build snowmen and explore the texture of ice. Children take delight in their increasing control when using tools. Staff encourage children to use scissors for cutting paper and knives and forks when they eat. This develops children's hand eye coordination extremely well. Children become skilful in drawing and writing as they hold pens and pencils and practise their skills in writing in numerous ways around the nursery. Staff are aware that some children prefer to use their left hands and ensure that there is differing equipment for them to use successfully. Children enjoy playing with a wide range of natural resources which spark their imagination. For example, children play with paper bags, which they put on their own and staff heads, pretending they are hats. Children show increasing skill in using technology as they programme toys and equipment, although staff sometimes do not include children when they show interest in their own use of computers, such as when recording children learning. Staff engage children in lively and exciting story times where children tentatively turn the pages of books to find the bear on each page. They squeal with delight and mock terror as the staff make growling sounds. Children identify features of characters in the books they read and ask staff to read books which they enjoy. This raises children's enjoyment of books and provokes their curiosity and interest in reading.

There is a comprehensive programme for observing and assessing children's development, which is rigorously tested by senior staff to ensure its validity. As a consequence, staff are able to pinpoint children's starting points in minute detail and develop plans to support their next steps in learning. Staff track children's learning extensively meaning that they can quickly identify if children fail to meet or exceed expectations for their age. There is extensive support available within the nursery and through strong links with other professionals, which means staff access timely intervention for children who need extra support. The nursery staff are proactive in encouraging parents to feel part of their children's learning. Parents attend stay and play sessions where they find out about the programme of learning for children and the curriculum they follow. Staff share information with parents on a regular basis and talk to parents about children's achievements. Parents in turn, share their own knowledge of what children can do and use 'wow' sheets to share special achievements. This enables parents to have a high involvement in children's learning and to successfully support their learning at home. Children's progress is consistently excellent as they rapidly close any gaps in development and are exceptionally confident and capable learners.

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

Children form exceptionally close bonds of attachment to the staff who care for them. When children change rooms, the staff work very closely together to ensure that they experience a smooth move. When children become ready for starting school, the nursery staff work closely with teachers. Senior staff seek out opportunities for local schools and the nursery to work together to help children to become familiar with those who will teach them, preparing them extremely well. Staff are keen to find out about children's home lives and along with the nursery's family support workers, staff build trusting and productive relationships with families. As a result of these very close working relationships, children feel secure and content at the nursery and settle readily. Staff talk with children about their family and people who are important to them as they look at photographs together. This very effectively helps children to bridge the different environments in their lives. Staff talk with parents about children's home routines in order to help plan for their needs. However, staff encourage children to make choices for themselves about when they sleep and eat. Consequently, children are extremely able to recognise their own needs and articulate them to staff. This helps children to have the emotional readiness they need to be highly successful in their learning.

The staff plan an abundant array of activities for children, which they rotate and change throughout the day to maintain children's interest. Staff have high expectations for what children can do and encourage them to be explorative and courageous. Children talk about feeling a 'little bit scared' as they climb the huge slide before sliding down again. In children's everyday activities they experience challenge as staff encourage them to make choices and try things out for themselves, such as spooning their own lunch onto their plate. This inspires children's confidence as they try out what they can do and are unafraid of failure. When children find that they cannot do something, they keep trying, showing a tenacious attitude and desire to achieve.

Children behave exceptionally well because staff give them ample choice, freedom to experiment and secure boundaries. Children accept and follow rules, such as washing hands before eating lunch, because staff explain the reason for this. Children help staff to wipe over tables before eating and make healthy choices about what fruit they will eat. This, along with their frequent play in the outdoors, gives them the fresh air and exercise they need to learn about healthy lifestyles. Children learn how to keep themselves safe as they manage risks for themselves. For example, children move around the outdoor area carefully when it is slippery after heavy rain and hold their umbrellas as they dodge the rain, being mindful not to bump into each other.

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

The nursery has extensive policies and procedures in place for safeguarding children. Senior staff review these frequently and monitor their effectiveness. Staff undertake training to become fully competent in recognising the signs and symptoms which might cause them concern about children's welfare. This enables staff to support families at times of need and signpost them to differing agencies for support. Staff fully understand their responsibilities to report any concerns and operate stringent procedures for sharing information with other professionals involved in children's care. The nursery has

exemplary practice for inducting new staff. They undertake required checks to confirm the suitability of new recruits and operate a fully embedded induction programme.

The inspirational and highly qualified leadership at the nursery conveys a clear vision which drives up standards. The senior leadership team's relentless pursuit of high standards is reflected in the extensive monitoring and supervision of staff. This includes learning walks, monitoring of children's achievement, reviewing and assessing quality of teaching and implementing extensive supervision. As a result, all staff know what is expected of them and have clear targets to further develop professionally. Coupled with a well-informed plan for professional development, these highly successful strategies enable staff to flourish and children to have continuous rising quality. The recommendations from previous inspections have been thoroughly addressed and self-evaluation is exemplary. Action plans have maximum benefit for children as they reflect what will benefit children most.

The nursery works in partnership with the local children's centre and other professionals. There is a wide and diverse staff team who support children and their families meaning that they make the best possible progress. The nursery is proactive in seeking out opportunities to work with local schools and other providers when the need arises. Relationships with parents are given utmost importance as they are encouraged to share their views through questionnaires and attend the nursery with their children to sample their learning. Staff spend time talking with parents each day and set time aside to chat at the beginning and end of the day. Monitoring of children's progress is extensive and rigorous. Staff complete the progress check for children aged two in consultation with parents and the rest of the staff team to ensure it gives an accurate account of what children can do. This, along with regular summaries of learning, gives a clear indication of the excellent progress children make.

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	EY285590
Local authority	Luton
Inspection number	820020
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	27
Number of children on roll	16
Name of provider	Gill Blowers Nursery School Governing Body
Date of previous inspection	not applicable
Telephone number	01582 575100

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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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