

# SCHOOL INSPECTION SERVICE

*Independent professional inspection of registered EYFS settings belonging to Cognita*

## INSPECTION REPORT

### INSPECTION OF REGISTERED EYFS SETTINGS BELONGING TO COGNITA

Name of setting:	Long Close Nursery
Ofsted number:	EY3888239
Inspection team:	Reporting Inspector: Dr Martin Bradley
Dates of inspection:	11 to 12 February 2015
Dates of previous inspection:	26 to 27 May 2010
Previous Inspection provider:	Ofsted

## SETTING DETAILS

Name of setting:	Long Close Nursery
Address of setting:	Long Close School Upton Court Road Slough SL3 7LU
Telephone number:	01753 520095
Email address:	<a href="mailto:info@longcloseschool.co.uk">info@longcloseschool.co.uk</a>
Proprietor:	Cognita Schools Ltd
Name of Manager:	Sarah Harris
Ofsted number:	EY3888239
Type of setting:	Registered EYFS childcare setting on non-domestic premises
Age range of children:	2 to 3 years
Gender of pupils:	Male and female
Total of places:	20
Type of inspection:	Inspection of a registered early years' setting
Inspection Team:	
Reporting Inspector:	Dr Martin Bradley
Date of inspection:	11 to 12 February 2015

## **SECTION A: INTRODUCTION AND SUMMARY**

### **Purpose and scope of the inspection:**

This inspection was carried out by the School Inspection Service under Sections 49 and 50 of the Childcare Act 2006. The purpose of the inspection is to inform the Secretary of State of the quality and standards of the 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 in the Early Years Foundation Stage (EYFS). The inspection follows the inspection framework laid down by the Service and Cognita and agreed with the Department for Education (DfE). It was conducted by an independent professional inspector who looked at all aspects of the setting's provision as required by the current Statutory Framework for the Early Years Foundation Stage.

### **Information about the setting:**

Long Close Nursery was registered with Ofsted for up to twenty two-year-old children in 2009. It currently has thirteen children on roll and is open from 8.00am to 6pm, although the two-year-olds mainly attend between 8.00am and 3.30pm. The setting is located in a purpose-built building which it shares with the school's nursery classes along with the outdoor play areas. The setting's accommodation includes a large play room, toilet area and sleep and changing facilities. The nursery supports children for whom English is an additional language and those who have learning difficulties or disabilities.

The staff working in the setting all hold recognised early years qualifications. The setting is an integral part of Long Close School. Many facilities and activities are shared with the school and the setting manager, who also leads the school's nursery and reception classes, is a member of the school's senior management team.

## **SECTION B: THE QUALITY AND STANDARDS OF THE EARLY YEARS PROVISION**

### **Summary of main findings:**

<b>The overall quality and standards of the early years provision</b>	<b>Grade 1</b>
How well the early years' provision meets the needs of the range of children who attend	Grade 1
The contribution of the early years provision to children's well-being	Grade 1
The effectiveness of leadership and management of the early years' provision	Grade 1

### **Does the setting meet the statutory requirements?**

- Yes.

### **What the setting must do to comply with the statutory requirements:**

- the setting meets the regulatory requirements.

### **What the setting needs to do to improve further:**

- continue to develop self-assessment systems related to performance management and appropriate professional development.

### **The overall quality and standards of the early years' provision**

This is an outstanding setting. The issues identified at the last inspection have been successfully addressed. The children make very significant progress in their learning and development relative to their starting points, and they are extremely well prepared for the next stage of their education. They are able to join the older nursery children at several times in the day, and become familiar with the staff of the nursery classes and older children. The setting's staff pay considerable attention to the needs of individual children, including those with special educational needs and/or disabilities. Planning and record keeping takes detailed account of the needs of individuals.

A particular feature of the setting is the confidence shown by the children, as they come in at the start of the day, quickly settling, or when beginning new activities, such as printing using vegetables, selecting and opening paints and working with a high level of independence. This reflects the extent to which they are happy and feel secure. Parents also commented that they were very happy with the secure and friendly atmosphere in the setting.

The requirements for the children's safeguarding and welfare are met. There are good systems in place for identifying and managing risks both in the school and when on trips outside.

Leadership and management at the overall school level, in the EYFS and within the setting are outstanding. The systems for the continuous professional development of staff and for performance management related to this are in place, but are not directly linked to development planning. Partnership with parents and external agencies is outstanding. The great majority of parents responding to the inspection questionnaire supported the setting very strongly.

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

The educational programmes for the prime areas of learning form the focus of activities in the setting and meet the needs of the range of children attending extremely well. They support the children's learning and development very effectively, including where the children have English as an additional language. The great majority of the children reach or exceed their expected levels of development and the staff are very well aware of these levels, carefully considering any reasons why a child may not reach them. Such matters are shared with the parents and planning seeks to support the children's learning and development appropriately.

The practitioners are highly skilled and have high expectations of the children. They are able to enthuse, engage and motivate the children who concentrate very well, persisting in their tasks.

The practitioners work extremely well with parents, discussing their child's day and celebrating their achievements as well as sharing any concerns. Many parents commented on how they were able to support the children's learning at home and remarked on how well they were kept informed about their child's achievement and progress. A small minority of parents responding to the inspection questionnaire commented that they felt that they were referred to the child's home-school book rather than discussing matters face to face. The inspection evidence did not support this view.

### **The contribution of the early years' provision to children's well-being**

The contribution of the provision to the children's well-being is outstanding. The children quickly form appropriate bonds and secure emotional attachments with their carers. Children are able to visit the setting before joining and they are relaxed and secure. The other children welcome them and they readily join in games with both the setting children and the older nursery children. Behaviour is particularly good and the children show mutual respect towards each other. The children quickly settle at the start of the day, going to activities and joining in adult-led stories and songs. They are extremely confident, relaxed and happy. This is reflected in their imaginative play as well as in their capacity to concentrate and persist with tasks.

Physical exercise is promoted very well with activities both indoors and out. A 'parachute' provided the opportunity for the setting children to join older nursery children in a robust and sustained activity greatly enjoyed by all. Healthy eating is

encouraged by the excellent school meals and snacks. The children show a good level of independence when eating, although some still require some help in using cutlery. Many of the children are still becoming toilet trained and there is very good liaison with parents regarding this. Hygiene needs are extremely well supported and the children make good progress.

The combination of individual care and support for the children's welfare needs, and the support for their learning and development ensures that they are extremely well prepared for the next stage in their education.

### **The effectiveness of leadership and management of the early years' provision**

The quality of leadership and management is outstanding overall. The setting staff fulfil their responsibilities in meeting the learning and development requirements extremely well. Oversight of the children's learning is detailed and well-recorded with descriptions of the individual children's activities, coupled with excellent evaluations linked to future planning for further development. The safeguarding and welfare requirements of the EYFS are fully met and are implemented consistently by all staff. This creates an environment which is welcoming, safe and stimulating. The systems for self evaluation are good, although they are not always closely related to the development plan by linking identified needs to staff continuing professional development (CPD) and target setting. The school has identified that the baseline assessments made when children enter the setting are a useful tool in identifying future targets. At present these assessments are mainly used within the setting rather than being related to longer term planning. CPD is well-supported by the school with staff being encouraged to acquire further qualifications. In-house training is also well promoted, such as for safeguarding, updates on the EYFS or the use of consultants for paediatric first aid training.

Partnerships with parents and external agencies are outstanding. The local authority provides good and regular support for the setting as well as facilitating, where necessary, appropriate interventions for children to receive the support they need.

**This report has been prepared by the School Inspection Service, which provides independent professional inspection of all settings and schools belonging to Cognita. Further copies of the report are available from the School Inspection Service website: [www.schoolinspectionsservice.co.uk](http://www.schoolinspectionsservice.co.uk)**