

# Stone Eden Nursery School

Wheelbarrow Hall, Aglionby, CARLISLE, CA4 8AD



## Inspection date

23 May 2017

Previous inspection date

13 September 2016

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Overall, the quality of teaching is good. Staff use a wide range of effective teaching strategies which helps children to make good progress in their learning.
- Leaders place children's welfare at the heart of their practice. Actions from the previous inspection have been addressed. An effective key-person system now ensures children's emotional needs are given high priority and their individual needs are well met.
- Arrangements for managing any accidents children may have at nursery are effective. Information is reviewed to prevent possible reoccurrence.
- Highly effective arrangements and good partnerships with local schools help children prepare emotionally for their move from nursery into school.
- Staff provide excellent opportunities for children to explore the outdoor environment. This helps to promote children's learning and supports their physical health.
- Leaders are aware of their responsibility to inform Ofsted of any significant events that may occur at the nursery.

### It is not yet outstanding because:

- Occasionally, activities planned for older children are not matched as precisely as possible to their stage of development and level of understanding.
- Although staff use self-evaluation appropriately to help develop their practice, they are not always as clear as possible about identifying precise targets for improvement or assessing the success of any changes they make.

## What the setting needs to do to improve further

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

- support staff to more consistently deliver activities to older children that are very precisely matched to their age and stage of development, in order to build as fully as possible on their good progress
- enhance self-evaluation procedures further to more clearly identify precise targets for improvement and assess the impact that any changes made have on children's learning.

### Inspection activities

- Inspectors observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- Inspectors spoke with staff and children during the inspection.
- The lead inspector completed a joint observation with the deputy director of the nursery.
- The lead inspector held a meeting with the deputy director and toddler unit manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- Inspectors spoke to a number of parents and carers during the inspection and took account of their views.

### Inspector

Nicola Jones

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have good knowledge of child protection procedures. They know how to respond to any concerns they may have about a child. Procedures for managing allegations made against the staff team are robust. Staff are supported well in the nursery through ongoing training and supervision meetings. Although systems to monitor the quality of teaching are in their infancy, they are beginning to help staff to improve the effectiveness of their practice. Managers are beginning to develop an overview of the progress made by children throughout the nursery, to help them identify where individual or groups of children may need additional support. Effective partnerships with other professionals help children who have special educational needs and/or disabilities to make good progress.

### Quality of teaching, learning and assessment is good

Staff are well qualified and this is reflected in their good practice and teaching skills. They know children well and use their interests to plan activities they will enjoy. Most activities engage, motivate and challenge children. For example, boys enjoy exploring paint with pipettes. This helps to extend their small-muscle skills. Staff support younger children's play well. Babies are given good support to extend their physical skills, such as crawling. Staff in the pre-school room use good questioning to encourage children to reflect on what they are doing and how they can improve this. Staff make regular assessments of children's learning. This information is shared with parents in a variety of ways, such as parents' evenings.

### Personal development, behaviour and welfare are good

Children are happy and enjoy the time they spend at nursery. They develop strong relationships with staff and other children. Children become excited and develop as confident learners when they engage in activities. Older children work collaboratively to make mud cakes in the orchard area. Younger children are motivated to take part in activities, such as exploring coloured spaghetti with their hands. Good quality information is gathered from parents when children first start attending. Information is used particularly well to support children who speak English as an additional language. Staff quickly find out key words from children's home language to support them in their play. Children behave well. Staff provide consistent, clear messages about rules and boundaries.

### Outcomes for children are good

Children make good or better progress in their learning and development. They are learning a range of key skills which prepares them well for the next stage in their learning. Children learn to share and take turns. Babies develop their independence as they feed themselves. Toddlers learn to match shapes and colours. Older children learn how to write their name and recognise numbers.

## Setting details

<b>Unique reference number</b>	EY369897
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	1073909
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	182
<b>Number of children on roll</b>	262
<b>Name of registered person</b>	David William Farrell
<b>Registered person unique reference number</b>	RP514756
<b>Date of previous inspection</b>	13 September 2016
<b>Telephone number</b>	01228599400

Stone Eden Nursery School registered in 2005. The nursery employs 52 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 3 or above and 11 members of staff hold appropriate qualifications at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

