

# Sherborne Prep School Nursery

Inspection report for early years provision

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**Unique reference number** EY426732  
**Inspection date** 08/12/2011  
**Inspector** Marie Thompson

**Setting address** Acerman Street, Sherborne, Dorset, DT9 3NY

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**Type of setting** Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

Sherborne Prep School Nursery has been registered since 2011. It operates under the management of the independently run Sherborne Preparatory School, in a separate building sited in the overall school grounds situated in Sherborne, Dorset. Children have use of dedicated nursery play room and associated facilities. There is an enclosed outside play area and children also have supervised use of different areas of the school grounds. Ofsted have registered the nursery on the Early Years Register to care for a maximum of 12 children aged two years. There are currently 16 children on roll in the early years age group, of whom three are aged two years. The school nursery also cares for children aged from three years as part of the school's registration. The nursery is in receipt of funding to provide free nursery education for three-year-olds. The prep school management employ three staff all of whom have completed relevant training in early years education and childcare.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery demonstrates an excellent level of commitment to promoting children's safety. Consequently, children feel extremely safe. Overall, most areas of learning and development are very well met and children clearly make consistent progress towards the early learning goals. The partnerships with parents and carers are excellent and help to ensure that all adults work together to support and meet children's individual needs. Future plans are ambitious and focussed to ensure all children experience very good quality care and education. As a result the capacity to maintain continuous improvement in the outcomes for children is very good.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop the use of the outdoor area in order that children have a greater range of experiences in all six areas of learning
- extend the programme for knowledge and understanding of the world by providing further activities that help children learn about cultural diversity and the wider world

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

Staff have an excellent understanding of their responsibility in safeguarding children. They know and follow the procedures if they have any concerns about a child in their care. Children's welfare is positively promoted because robust procedures are in place to assess the suitability of staff employed. The staff team is a key strength in the setting. Staff are committed to training and development to ensure that the children's needs are met at all times through a comprehensive bank of staff knowledge. Staff carry out regular risk assessments throughout the year, ensuring all areas, equipment and resources are safe. Children are involved in daily risk assessments. For example, they are included in discussions on a daily basis about any possible risks and they are happy to discuss the importance and the details of staying safe. Children's well-being is significantly enhanced by the very good organisation of the nursery and the comprehensive policies and procedures implemented by staff. All of these measures, as well as the staff's vigilance, ensure the children are safe and feel safe at all times.

Partnership with parents is superb as staff discuss every aspect of their child's learning and development with them. Information is clearly displayed to parents and details all aspects of the high quality care and education that is offered. In addition, digital photo frames are displayed outside the room so that parents can see what the children have been doing during the day. Parents are encouraged to have a very open relationship with the staff and management team who make themselves readily available to talk to them at all times. Parents spoken to at the time of the inspection are extremely happy with the care and education their children receive. Staff have established effective channels of communication with professionals and other provisions offering the Early Years Foundation Stage who are involved in the children's lives.

The nursery manager provides strong leadership to the staff team, who are well motivated. They work together closely to provide a welcoming environment where children's welfare and most of their learning and development needs are effectively met. Regular staff meetings, planning meetings, staff reflection and discussions allow staff the opportunity to contribute ideas that support the smooth and efficient running of the nursery. Self-evaluation procedures encompass all practitioners' reflections and appraisal of the setting's strengths and areas for improvement. Overall, adults appropriately and actively promote equality and some aspects of diversity with activities and resources that help children understand the society they live in. Activities and resources to help children learn about cultural diversity and the wider world are less numerous. Resources are good and fit for purpose. The available resources are used well to achieve the planned goals in most areas of learning and development; outcomes are clearly attributed to good use of resources overall.

## **The quality and standards of the early years provision and outcomes for children**

Children settle quickly and happily at this welcoming and safe environment. All children are enthusiastic to learn and take pride in their work and play. They feel secure in the setting because staff create a calm and nurturing atmosphere, which promotes their feelings of trust. Children are offered interesting and stimulating opportunities to help them effectively progress and develop across most areas of learning. Children work extremely well independently using their own initiative and use excellent skills in working alongside their peers. For example, they take an active role at snack time by choosing their own snack and washing up the cups and plates. In the 'creation station' they enthusiastically engage in a range of social events and interactions with their peers such as the Christmas party. Children are considerate to others and are self-confident in choosing activities and resources of their choice. For example, lots of activities such as mark making are chosen by the children in role play. The development of communication, language and literacy skills is prevalent throughout the nursery. Children are confident, articulate and communicate well with staff and peers. Children are encouraged to freely access books from the wide selection provided in the classroom and library. They are able to borrow the books at the library to enjoy at home, thus developing a shared learning experience with their parents. In addition, group story and circle time enable children to articulate their thoughts, feelings and ideas. Children's artwork is beautifully displayed around the nursery, showing how much everyone values individual achievement. Children enjoy their time at the setting, building warm and friendly relationships with one another as well as the adults around them. Consequently children's behaviour is very good.

The staff extend children's physical development through musical movement. Children dance, skip and stretch, making shapes with their bodies like caterpillars or squirrels, while fostering musical appreciation through different melodies. All children have adult-led dance and music lessons each week. In addition children can attend ballet classes or learn a musical instrument. Children enjoy access to outdoor play each day. However, the nursery outdoor area has not been fully developed in order for children to have a range of experiences in all six areas of learning. Children are involved in growing flowers and vegetables in the planters around the nursery and as such learn about what they need to do to aid this process. Children take part in cooking activities and very much enjoy making chocolate rolls and decorating biscuits with icing. This not only helps them develop their mathematical skills but also equips them with transferable skills for the future. Children make effective use of the role play area to re-enact every day roles and life experiences. Staff use observations and assessments to identify achievements and the children's next steps in learning. They use this information to plan activities that cater for individuals. The use of open-ended questions and staff's ability to model thinking ensures all children make very good progress and develop a positive attitude to learning. Throughout the time a child is at the nursery staff gather evidence in the form of drawings, pictures and photographs. This is then displayed in each child's unique learning journey and used to write a report for parents.

Children show a very good awareness about what constitutes a healthy lifestyle. They adopt and are adept at taking responsibility for good personal hygiene routines. Children have their health and dietary needs consistently met. They join children in the main school building for lunch and can select from the hot meal or the salad bar. Children are guided towards healthy options and are encouraged to try new things. They sit at family tables with staff members and mixed age children which encourages peer socialisation and role-modelling. Water is available at all times and the children may choose milk or water to drink with snack.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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