

# Bishopswood Integrated Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY409940
<b>Inspection date</b>	13/07/2011
<b>Inspector</b>	Aileen Finan

<b>Setting address</b>	Valley Road Primary School, Valley Road, HENLEY-ON-THAMES, Oxfordshire, RG9 1RR
<b>Telephone number</b>	01491410191
<b>Email</b>	office.7030@bishopswood.oxon.sch.uk
<b>Type of setting</b>	Childcare on non-domestic premises

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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

Bishopswood Integrated Nursery was registered in 2010. It is located at Valley Road School in Henley-on-Thames, Oxfordshire, in a residential area on the outskirts of Henley and operates from rooms within the school site. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 9.00am to 3.00pm, term-time only. Bishopswood Integrated Nursery is registered on the Early Years Register for children from two to under three years of age. Children in the early years age group also attend under the registration of Bishopswood School registered at Sonning Common, Reading and is one of the three co-located departments for children with special educational needs and/or disabilities, for children aged two to 16 years of age. A maximum of eight children aged two years may attend the nursery at any one time. There are two children currently on roll aged two years of age. Children may attend for a variety of sessions including mornings, afternoons and all day. There is also provision for lunch time care. The manager is a qualified teacher and is supported by two other members of staff, one of whom is qualified and the other is currently studying towards an appropriate childcare qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery is highly effective in caring for the welfare and learning needs of individual children and therefore, overall most children make excellent progress in their development in relation to their starting points. There are highly effective partnerships with parents/carers and other professional agencies. The leadership and management have very clear targets for continuous improvement in order to enhance the outcomes for children which include enhancing the outdoor provision and improving access to the nursery for children with more complex needs.

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

To further improve the high quality early years provision the registered person should consider:

- enhance the outdoor area further to provide even more stimulation and learning experiences in all six areas of learning
- liaise with partnerships, parents and other users to seek further solutions to enhance the outdoor and/or indoor access and spaces used by disabled children, particularly on arrival and departure.

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

Children are safeguarded exceptionally well by staff who understand their complex needs and attend to these needs exceptionally well. The nursery has clear and robust policies which keep children safe and enhance their well-being. Robust risk assessments and ongoing checks ensure that children are safe indoors and out. Furniture, resources, toys and equipment are safe and suitable. All staff have completed safeguarding children training and this is updated each year. This means that staff have a very clear knowledge and understanding of the procedures to follow in order to protect children from harm. They all have a clear understanding of the steps to take should they have a concern about a child in their care. Children are further protected by the excellent partnership working which includes professionals such as physiotherapists, speech and language therapists, clinical nurses and sensory therapists, as well as teaching staff in the integrated provision of Valley Road School. There are effective and robust procedures in place for recruitment, vetting of staff, induction and appraisal systems. Staff are encouraged to complete training which enhances the lives and outcomes of the children who attend. Incidents and accidents are robustly monitored to evaluate and identify trends and how these can then be minimised. Information relating to Ofsted as the regulator is clearly identified to parents.

The leadership and management team, staff and other agencies are positively committed to the ongoing continuous improvement of the provision and have clearly identified targets and ambitions. For example, the nursery has recently moved location and is hoping to improve and enhance the outdoor provision for which future plans have been identified. Concerns have also been raised by parents through discussion and feedback; and the nursery is very much aware through their own evaluation, that the issue of disabled parking and access to the nursery is sometimes problematic especially at the start and end of sessions taking into account that many children have complex needs. The leadership and management team do have a clear vision for the future however, and ongoing realistic key priorities are set to improve the outcomes for all children. Extensive systems to track and monitor children's progress in line with their individual capabilities are very effective and as a result children's well-being and achievement is extraordinarily high in relation to their starting points. Staff are deployed exceptionally well and therefore, especially when working with other professionals most children benefit from one to one support for a large proportion of the day. Resources are particularly suitable for the complex needs of some of the children who attend. Toys and activities are easily accessible. Therefore, the environment is conducive to learning and is safe, well managed and carefully looked after. Staff place the promotion of equality of opportunity at the very heart of their work and have an excellent understanding of children's needs and backgrounds. Well established partnership working ensures every child receives high levels of support from the very start. Parents are extremely positive about the nursery and voice a huge trust in the staff who care for their children. They are skilfully included in the systems of communication to ensure there are effective and productive partnerships and they understand the progress their children are making through

informal and more formal ongoing discussions.

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

Children are exceptionally happy and settled. They have very warm bonds with the staff and benefit greatly from the integrated provision within their nursery and the children attending Valley Road School. Children's needs, for some, complex needs, are exceptionally well met by the close interactions of staff and other professionals working alongside the children. Excellent adult-led activities allow children to join in at their own pace. Children delight at the story of the 'three little pigs' as the staff member uses a wolf puppet, soft play pigs, straw, wood and bricks to keep children's attention. Sign language and interactive devices further enhance the learning outcomes. Children thoroughly enjoy using the computer and with support on a one to one basis quite skillfully, even from a young age, use the controls to work through within the learning programmes. Staff use the Early Years Foundation Stage framework as a basis for their observation and planning for children. However, they adapt this to complement their own systems which determine and identify children's progression through a range of learning intentions. These include sensory play, music and movement, language and communication for example. Definitions of responses made to learning goals allow staff to effectively plan for children's next steps; identifying for example that children are responding and engaging and becoming involved. Regular review meetings with parents provide exceptional opportunities to discuss children's care plans and progress and decide upon next steps. Staff have an excellent understanding of children's individual needs and therefore, as a result, children make exceptional progress within the capabilities and starting points. Transitions on to specialist and mainstream schools are well established and teachers visit regularly to support the children and to get to know their needs better; and are backed up with visits to school also to extend these transitions further.

Children have opportunities to enjoy outings such as Harvest Festival at the local Church in Henley, trips to farms and wildlife parks. Delightful sessions include interaction and integration with the mainstream school in activities such as 'five iced biscuits'. Here the children sing songs, play out actions and buy their biscuits. Another session provides story time and children easily follow the story of 'Kipper's beach ball' with support from staff using sign language when needed. Free play allows children to explore the indoor and outdoor environment and they can choose their activities and toys from easily accessible and developmentally appropriate play. For example children love painting and making pretend ice creams. Outdoors children happily play on the slide and sit on cars. Most areas of learning are covered effectively outdoors but due to a recent move within the school, plans to extend the provision of the outdoor environment and resources are in place. As a short-term goal targets have been set to extend and further improve the outcomes for all children who share the area. The sensory room provides a delightful space for children to be calm and respond to the therapy.

All children attending have special needs and/or disabilities. They are encouraged

to be as independent as possible and use specialist equipment such as adaptable wheelchairs to stand for activities or sit at the same level at tables as other children. Children who are more able, are encouraged to understand the benefits of healthy lifestyles. Therefore, children demonstrate understanding of personal hygiene routines such as washing their hands from an early age as well as making healthy choices about what they eat. For example children enjoy their fruit and a drink at lunch time before eating their biscuit. Children also use picture cards to indicate when they need to go to the toilet. Children demonstrate a strong sense of security and belonging. They respond to staff's voices and hold hands and ask for cuddles which are willingly reciprocated at all times. Children's behaviour is exemplary and despite some very complex needs children are extremely confident in negotiation and co-operation skills. Staff have an extremely clear idea of children's needs due to the day-to-day home-school books which identify any concerns or upsets. Feedback and exchange of information is very effective and this results in happy children who are willing to co-operate, join in and show a good awareness of themselves and their surroundings.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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### Outcomes for children in the Early Years Foundation Stage

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

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