

# SCHOOL INSPECTION SERVICE

*Independent professional inspection of registered EYFS settings accredited as members of the Steiner Waldorf Schools Fellowship*

## INSPECTION REPORT

### INSPECTION OF REGISTERED EYFS SETTINGS ACCREDITED AS MEMBERS OF THE STEINER WALDORF SCHOOLS FELLOWSHIP

Name of setting:	Rowans Day Nursery at Michael House School
Ofsted number:	EY404693
Inspection team:	Reporting Inspector: Dr Martin Bradley
Dates of inspection:	10 to 11 March 2015
Dates of previous inspection:	13 to 14 May 2014
Previous inspection provider:	School Inspection Service

## SETTING DETAILS

Name of setting:	Rowans Day Nursery at Michael House School
Address of setting:	The Fields, Shipley, Heanor, Derbyshire, DE75 7JH
Telephone number:	01773 718050
Fax number:	01773 718050
Email address:	admin@michaelhouseschool.com
Proprietor:	Michael House Association Limited
Name of Manager:	Mrs Sally Larkin
Name of Administrator:	Mrs Satu Sarkas-Bosman
Ofsted number:	EY404693
Type of setting:	Registered EYFS childcare setting on non-domestic premises accredited as a member of the Steiner Waldorf Schools Fellowship
Age range of children:	3 months to 4 years
Gender of pupils:	Male and female
Total of places available:	23
Type of inspection:	Inspection of a registered early years setting
Reporting Inspector:	Dr Martin Bradley
Dates of inspection:	10 to 11 March 2015

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

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

This inspection was carried out by the School Inspection Service under Section 162a of the Education Act 2002. The purpose of the inspection is to inform the Secretary of State of the quality and standards of the provision. 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 School Inspection Service and the Steiner Waldorf Schools Fellowship (SWSF) 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 EYFS.

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

Rowans Day Nursery at Michael House School opened in 2010 and is located in Heanor, Derbyshire. The Nursery follows the Steiner Waldorf approach. It is self-contained and all areas are on the ground floor. Children have access to an enclosed outdoor play area. The Nursery is registered to care for a maximum of twenty-three children under the age of six at any one time, nine of whom may be under the age of two years old. There are currently twenty-two children on roll and, of these four are in receipt of three year old nursery funding. None are currently in receipt of funding for two year olds. Wrap around care is provided for children attending the school, including a breakfast club starting at 7.20 am and after school care until 6.00 pm.

The Nursery operates fifty-one weeks of the year and is open Monday to Friday from 7.30 am until 6.00 pm. The setting receives support from the local authority and is managed by a qualified teacher.

## **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 2</b>
How well the early years' provision meets the needs of the range of children who attend	Grade 2
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 2

### **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 the leadership and management of the Nursery, in particular ensuring that:
  - a) the practitioners have support enabling them to meet regularly for internal staff development, planning and mentoring;
  - b) clerical assistance is given to support the Nursery's administration; and
  - c) where training and other events are planned jointly for the school and the Nursery, the Nursery hours and staffing are taken into consideration.

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

The quality and standards of the early years' provision are good. The children make good progress in their learning and development. They are appropriately prepared for the next stage of their education. The learning and care provided by the setting meets the needs of the children who attend. The staff take considerable care to focus on the individual child's needs and as a result the children's personal and emotional development is extremely well supported. The children are happy and feel secure and safe in the Nursery. The Nursery, supported by the Michael House Association, has addressed the safeguarding and welfare issues noted at the last inspection. Safeguarding training has been provided for all staff and the lead practitioner has attended the relevant child protection course to enable her to fulfil

her responsibilities. Internal leadership is good, although it is constrained by the lack of planned time for staff discussions to consider the Nursery's development and to review staff needs and concerns. The absence of clerical support means that such work has to be undertaken by the staff outside the nursery hours. They continue to work hard to overcome these issues and the monthly newsletter to parents is one example of their commitment. The overall leadership and management is satisfactory. It has not fully evaluated practices and identified areas for development by maintaining oversight and conducting appraisals for all members of the Nursery staff. This limits its capacity to secure continuous improvement. The Association has sought to promote links between the Nursery and the school by involving a member of the Nursery staff in the school's collegiate group. This is a useful development, although practical problems continue to affect closer liaison.

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

The provision for the needs of the range of the children who attend is good. The educational programmes mainly focus, appropriately, on the prime areas of learning and generally help the children to reach expected levels of development. Formal planning does not always fully reflect the adults' good understanding of the children's developmental levels. The children are extremely well supported to acquire the skills and capabilities to develop and learn effectively. Their concentration is particularly well supported both indoors and outside where two year olds persist in activities such as carrying leaves to the compost in a wheelbarrow and tipping them out, returning for another load. At times some opportunities to engage the children in activities are not fully taken up until the adults intervene, providing new interests or tasks. Overall, the adults have good expectations of the children and are adept at enthusing them and motivating them in their learning and development.

There are good links with parents which help the children to settle. Following the last inspection, parents can access information about the EYFS from the school website by following links to the Department for Education website. Parents share a home-school 'day' book which key workers use to inform parents about their child's activities and relationships in the Nursery, keeping them informed about their children's progress. On-going assessments are made and include observations where the children's next steps are identified. The Nursery's two year old checks meet the statutory requirements and are shared with the parents. The pressures on staff time restrict the frequency of the shared written comments, although they are significantly supplemented by daily conversations as the children arrive in the morning or leave later in the day.

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

The contribution of the provision to the children's well-being continues to be outstanding. The children quickly form appropriate bonds and secure emotional attachments with their carers. The children are happy. They enjoy what they are doing, learn to behave well and play increasingly cooperatively, with the older children providing excellent role models for the younger ones. They confidently explore their environment, developing good independence, and use their imagination, talking and playing with adults and each other.

The practitioners support the children's developing awareness of the importance of physical exercise. Healthy eating is encouraged and the snacks provided, mainly home-made, are greatly enjoyed by the children especially after the energetic outdoor activities. The children are extremely well prepared for transitions whether to the school's kindergarten classes or elsewhere.

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

The leadership and management of the provision is good overall, but there are aspects which are less well developed. The internal management of the Nursery is good. Practitioners fulfil their responsibilities in meeting the learning and development requirements of the EYFS, and oversee the educational programme appropriately. At times planning is limited and the use of planning sheets similar to those used by the school kindergarten classes does not fully support work with the younger Nursery children.

The safeguarding and welfare requirements of the EYFS are now all met. The setting has introduced effective monitoring systems to ensure that staff follow the policies and procedures. Recruitment procedures now ensure that the necessary checks are undertaken before people start their work at the Nursery, and there are effective systems whereby the safer recruitment procedures are followed. Some welfare training for the school staff does not include the Nursery, whose staff have to organise separate training. This requires continuing monitoring so that the Nursery staff needs are not overlooked. The Nursery environment is welcoming, safe and stimulating. The nursery has made the necessary changes to the premises to comply with the requirements of health and safety legislation. Fire drills are now held regularly and updated training for the staff on how to use fire extinguishers has been arranged. Systems for self-evaluation are satisfactory as are those for performance management and the continuous professional development of staff. Following the last inspection, staff appraisals have been reviewed, although not all staff have been appraised yet. The absence of planned time for staff to meet, coupled with the lack of clerical support, has inhibited the planned development of the provision. The development plan noted at the last inspection remains in place although it has not been fully reviewed or implemented. It remains in an early stage of its development, and provides some potentially challenging targets for improvement. These require more monitoring both internally and by the Michael House Association to ensure that they remain matched to developing needs of the Nursery. The Association has sought to promote management and training links between the school and the Nursery, although practical constraints remain. These issues include organising training where the Nursery works throughout school holidays and for longer hours than the school. The need to maintain staff ratios in the Nursery also affects practitioners' attendance at school meetings.

Partnerships with parents and external agencies are good. In the few instances where a child attends other provision besides that at the Nursery, good links are maintained. Where necessary appropriate interventions enable the children to receive any additional support they might need.

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