



SCHOOL INSPECTION SERVICE

INSPECTION REPORT FOR Polam School

Ofsted Early Years' Registration No: EY311212

The key inspection judgements for this registered early years provision are:

Overall effectiveness of the early years' provision	Outstanding	1
Effectiveness of leadership and management	Outstanding	1
Quality of teaching, learning and assessment	Outstanding	1
Personal development, behaviour and welfare	Outstanding	1
Outcomes for children	Outstanding	1

Compliance with the requirements of the Early Years Foundation Stage:

The registered setting meets the requirements of the Early Years Foundation Stage.

Dates of inspection: 6 to 8 December 2016

SECTION A: SUMMARY OF MAIN FINDINGS

The provision at Polam nursery is outstanding in all aspects and fully meets the requirements of the Early Years Foundation Stage. Since the last inspection the introduction of the Interactive Learning Diary, a computer based recording and assessment system, has enabled parents to become more closely involved in their children's learning and development and to share and comment on experiences at home. The children make excellent progress in their learning and development and are extremely well prepared to move into the Foundation stage in the school. The nursery fully meets the needs of its children and, as several parents commented, the children are happy, feel secure and enjoy their time in the nursery. The requirements for children's safeguarding and welfare are fully met and staff have a shared understanding of their responsibilities for protecting children. Leadership and management have undergone some changes since the last inspection and the setting has successfully sought to ensure that practice continues to be evaluated and secures continuous improvement directed towards promoting children's life chances.

RECOMMENDATIONS FOR IMPROVEMENT:

- Ensure that all staff have appropriate opportunities to develop the knowledge and skills relevant to their roles.

SECTION B: INFORMATION

INFORMATION ABOUT 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. 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 agreed with the Department for Education (DfE) and Ofsted. It was conducted by an independent professional inspector who looked at all aspects of the setting as required by the current Statutory Framework for the Early Years Foundation Stage.

The inspector was:

Reporting Inspector:	Dr Martin Bradley
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INFORMATION ABOUT THE SETTING:

Polam School Nursery was last inspected in January 2014. It is located in two rooms on the ground floor of Polam School in Bedford. It provides day care for children aged between 12 months and approximately three years, at which point most children transfer to the school's Foundation Stage. During school terms wrap around care is provided for children attending the school, including a breakfast club starting at 0730 and after school care from 1600 until 1800hrs. The younger children, mostly aged between 12 and 24 months, are in the Acorn room and the older ones in the Saplings room which has direct access to a small garden area. Both classes are able to use the Foundation Stage outside play area and to share activities with the four and five year olds. A holiday club for children attending the nursery and the school is open for a total of fourteen weeks in the year.

SECTION C: THE INSPECTION JUDGEMENTS

1. THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

The quality of leadership and management is outstanding. The former head of the EYFS is now headteacher of the school as well as being the manager of the Registered Setting. She has an experienced deputy who deals with day to day management of the setting and who is also on the school's senior leadership team. She is well supported by room leaders. This arrangement recognises that the setting is part of the school, thereby promoting continuity. Other changes in staff roles are being developed and the setting has identified that some staff will require additional training and experience to fulfil a new role to maximum effect. The setting's children were preparing to take part in the school's Christmas presentation to parents at the end of term, so that even the one year olds would be able to join in the celebrations. This supports the staff's vision for continuity within the setting and into the school as well as their expectations of the children. Staff supervision and performance management are effective in supporting staff development. Self evaluation is good and the quality of provision and the promotion of children's learning and development are at the core of the setting's work. This ensures that the learning programmes are broad and relevant, meeting the statutory requirements. The setting successfully ensures that all children get a good start and are well prepared for their next stage in their learning. British values are well promoted and all statutory and other requirements affecting children's welfare are fully met. Safeguarding arrangements are effective.

2. THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT

The quality of teaching, learning and assessment is outstanding. The staff have consistently high expectations of the children as well as an excellent understanding of the age group they are working with. The use of the Interactive Learning Diary, which parents can access for their own child, has significantly enhanced home-nursery links. There are good baseline assessments, 'starting points' booklets and a range of other information. Parents spoke very highly of contact with their child's key person. Any learning or development issues are quickly identified and appropriate action taken. Equality of opportunity is fully embedded in the work of the nursery, enabling all children to learn and develop particularly effectively.

3. PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Personal development, behaviour and welfare are outstanding and are significant strengths of the nursery. Several parents noted that this was a major reason for their choice of this nursery. They consistently commented that the children are happy and the inspection fully supports this view. The children quickly gain in self confidence and this is supported by the staff's constant desire to extend the children's skills both in learning and in social skills, including feeding themselves with support if needed. Regular attendance is promoted. As with other aspects of the setting's work, consistency of approach by all staff is a major factor in the nursery's success. Healthy eating and exercise are well promoted, and the children are encouraged to be aware of risks. Their overall development prepares them very well for life in Britain today as well as developing a respect for others.

The breakfast club and after school care fully support the ethos of the nursery provision, including encouraging healthy eating, good behaviour and social skills.

4. OUTCOMES FOR CHILDREN

The outcomes for children are outstanding. All children progress well from their different starting points and are able to meet or exceed the expected level of development. They get to know the staff in the next classes and transition to these is particularly smooth.

SETTING DETAILS

Name of setting:	Polam School
Address of setting:	45 Lansdowne Road, Bedford, MK40 2BU
Telephone number:	01234 261864
Email address:	info@polamschool.co.uk
Proprietor:	Cognita
Name of Manager:	Jessica Harris
Ofsted number:	EY 311212
Type of setting:	Registered EYFS childcare setting on non-domestic premises
Age range of children:	12 months to 3 years
Gender of pupils:	Male and female
Total of places:	Boys: 22 Girls: 16
Type of inspection:	Inspection of a registered early years' setting

This report has been prepared by the School Inspection Service, which provides independent professional inspection of all schools affiliated to the Focus Learning Trust, and members of the Steiner Waldorf Schools Fellowship or Cognita group. The report is available from the School Inspection Service website: www.schoolinspectionsservice.co.uk.