

# The Willows Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	140897
<b>Inspection date</b>	20 June 2007
<b>Inspector</b>	Samantha Hunt
<b>Setting Address</b>	Mandeville Road, Aylesbury, Buckinghamshire, HP21 8AL
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<b>Registered person</b>	Child Base Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

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

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

The Willows Day Nursery is owned and run by Child Base Limited, who have a chain of nurseries in the South of England. The Willows is a purpose built nursery situated in the grounds of Stoke Mandeville Hospital, Aylesbury, Buckinghamshire and was opened in 1994. A maximum of 82 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18.30 throughout the year. All children share access to a secure enclosed outside play area.

There are currently 145 children aged from six weeks to under five years on the roll. Of these 37 children receive funding for nursery education. Children come from a wide catchment area.

The nursery employs 30 staff. The manager and 17 staff hold appropriate early years qualifications. There are three staff working towards qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children enjoy a good variety of snacks and meals, which meet their dietary needs and help them stay healthy. Meals are freshly prepared daily on site and all staff preparing and serving the food are aware of children's preferences and allergies. Snack and meal times are a sociable experience for all children. They sit in small groups and engage well in conversation with one another and staff. Babies and younger children sit strapped in low chairs up to the table. Staff sit with them, feeding and assisting them as they begin to feed themselves. Staff hold babies whilst bottle feeding them, this helps them to feel secure. Menus displayed throughout the nursery inform parents what their children will be eating. Parents of younger children receive written information on their child's food intake daily. This supports continuity of care for the children.

Children throughout the nursery become aware of the importance of good hygiene through practice and positive reinforcement from staff. Hand washing takes place before and after all meal times. Staff provide children with individual face wipes, are proactive in wiping noses and make tissues easily accessible for older children to access independently. Older children know they need to wash their hands after using the toilet to stop the spread of germs. Staff follow effective procedures to promote good health and hygiene. For example, they wear gloves and different coloured tabards when feeding, changing nappies, and serving meals. However, prepared food does not always arrive from the kitchen covered.

Children enjoy a good range of activities that support their good health. They all have opportunities to access fresh air on a daily basis. Babies enjoy a wriggle and roll on soft mats laid on the ground for them. Children have access to a good variety of resources such as a climbing frame, ride on toys, hoops, balls, sand and water play that help develop and aid their physical development. Children clearly like the opportunity to let off steam and practice running, jumping, hopping, climbing and swinging down the fire-fighter's pole with ease. Older children have opportunities to develop fine motor skills as they access a variety of small equipment such as pencils, scissors, paintbrushes, chinks and glue sticks.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children remain safe because security is good. All persons entering the premises are required to use the buzzer and make themselves known at the security camera. Staff check the monitors before allowing parents to enter. Parents are actively asked and reminded not to hold the door open or let anyone in even if they know, who they are. Staff greet persons not known to the setting and thoroughly check ID of before allowing visitors to enter the building. All visitors to the building are asked to sign in. A daily risk assessment of the building is carried out every day by senior staff before children arrive. Safety features such as socket covers, high level handles, hinge covers and stair gates help to minimise risks to children's safety. Fire procedures are clearly displayed and exits kept clear throughout the nursery. Regular planned and unplanned evacuations help to keep everyone aware of the procedures to follow should they need to evacuate. Staff supervise children well, setting clear boundaries to help make them aware of their own safety, such as not running inside. Older children line up well before entering the garden and know not to push, as someone might get hurt. Children play in a secure garden on

a variety of surfaces, that include soft tarmac and grass. Staff keep a record of how many children go out and then come back in, this ensures children do not get left behind.

The environment is warm and welcoming with lots of brightly coloured posters, pictures and mobiles displayed around all the rooms. Equipment is of good quality, age appropriate and sufficient for the numbers of children being cared for. Most toys and resources are stored on low-level shelving at the children's height, enabling them to freely access, and make choices about what they wish to play with. Staff carry out regular checks of all toys and resources to ensure they are clean and safe for children to play with.

All staff demonstrate a clear understanding of child protection. They all receive a copy of the child protection policy and go on regular updates to help them stay aware of the signs and symptoms. The setting holds all documentation such as local authority guidelines and contact numbers should they need to report a concern. Senior management demonstrate a very good understanding of child protection, including their role and responsibilities such as how to deal with any allegations made against a member of staff. A written child protection policy is given to all parents when they first start and is displayed within the nursery. This effectively safeguards the children's welfare in the setting.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and many settle well within the nursery. Staff greet all children with care and warmth, this helps them to feel reassured. Children relate well to one another and staff. Younger children climb happily onto staff laps to enjoy and share stories. They eagerly wiggle and clap to songs and rhymes at group time, and join in with action songs such as heads, shoulders, knees and toes. Children enjoy access to a variety of textures and experiences such as catching bubbles, sand, water, painting and play dough. For example, they pat, squeeze and roll out play dough, fill and empty water from jugs in the water trough with confidence. They begin to use their imagination well as they play in the home corner making cups of tea for the member of staff supporting them. Babies begin to experience creative activities for example, they enjoy hand painting sat in highchairs. Children have many opportunities throughout the day to play with and without support from staff both inside and out. They receive positive praise and encourage and staff interact effectively at their level.

Younger children benefit from a daily routine that takes into account regular snack, meal and individual sleep patterns. This contributes to the children being happy and relaxed in the setting. Staff use the Birth to three matters framework effectively to plan the curriculum for the under three's.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff demonstrate a sound understanding of the early learning goals. Planning is in place and staff evaluate planned activities to assess if they support all children's individual learning.

Children are forming good relationships with one another. They greet friends as they arrive in the setting and share toys and resources. For example, they build with the Lego bricks helping one another to find wheels to make a car each. They engage well in conversation with one another, staff and visitors. Many children make their needs known well, asking for support and

sharing news at group times. However, staff do not always effectively ask children how, why and what questions to make them think and extend their learning.

Children use the book corner well and are beginning to understand that print carries meaning. They handle books with care and enjoy sharing stories with one another and staff. Children are beginning to practice simple writing skills, and link sounds to letters. Many children count to five and beyond and are beginning to identify numbers as they play, for example counting and calculating how many objects they have or need in the trolley when playing a game. However, staff do not actively encourage children to practice and reinforce these skills in everyday activities such as labelling their own art work or counting one another as they line up for snack or when going into the garden.

Children begin to use their imaginations well as they pretend to be doctors and patients in the role play corner. They listen to one another with the stethoscopes, pretend to write prescriptions and wrap one another in bandages. Children have opportunities to express themselves creatively through free painting, construction and drawing. They experience a variety of textures and malleable materials such as dough, corn flour, sand and water on a daily basis. These experiences help to support their enjoyment and learning in the setting.

### **Helping children make a positive contribution**

The provision is good.

Children behave well, and are beginning to learn the difference between right and wrong. Staff set clear boundaries and reinforce them in a calm consistent manner. Behaviour management strategies used are age and stage appropriate. Children share toys well and begin to understand boundaries, for example coming off the computer when the timer sounds so that someone else can have a go. Children receive lots of positive praise and encouragement from staff throughout the setting. For example, babies let go of furniture and toddle across the room, staff clap and cheer. This helps to build confidence and make children feel good. Children form a sense of belonging and feel settled because of the warm relationships they are forming with staff. Staff show children lots of care and kindness. Family photo books and pictures of the children taking part in activities displayed around the rooms further help them to feel settled and secure.

Children's individual needs are valued and respected. Staff collate and share information on individual needs each time children move around the setting. There are clear policies and procedures in place to support and identify children who have learning difficulties and or disabilities. Children begin to learn about cultures and the wider community through planned projects such as people who help us and celebrating cultures and festivals. They have access to a good range of toys and resources that promote positive images. These include books, posters, puzzles, games, dolls, play people, dressing up and home corner equipment. As a result, spiritual, moral, social and cultural development is fostered

Partnership with parents is good. Staff greet parents in a friendly manner daily and engage in effective conversation. For example asking how children have been. Parents of younger children receive a daily sheet detailing information about their child's day such as meals, sleep patterns, nappies and activities undertaken. Staff give verbal feedback to all parents throughout the nursery. This aids continuity of care and builds good relationships between staff and parents.

Parents receive lots of written information both about the nursery provider and the nursery, prior to starting. Many written policies and procedures are displayed throughout the nursery these include, learning difficulties and or disabilities, equal opportunities, sickness, behaviour

and how to make a complaint including the current contact details for the regulator. Information on planned projects and activities is displayed on notice boards outside every area and includes how staff link children's learning to the Birth to three and Foundation Stage frameworks. All parents are freely able to access children's individual achievement files, take them home if they wish and have the opportunity to discuss their child's individual progress on a formal basis at parent evenings held twice a year. Newsletters and magazines help to keep parents up to date with current practice within the nursery chain.

## **Organisation**

The organisation is good.

Children move around a setting that is well organised, bright and cheerful. They have space to play, rest and sleep in comfort. Toys and resources are well organised and allow children to confidently initiate their own play. Children are grouped well and a key worker system ensures appropriate support and care throughout the setting. All policies and procedures that contribute to children's health, safety, welfare and well-being are in place. Staff accurately record children's times of arrival and departure, in separate room registers. Many staff hold relevant childcare qualifications and ratios are effectively maintained at all times.

Staff demonstrate a good understanding of the policies and procedures within the setting. Regular staff meetings and training opportunities help to keep them up to date with current practices such as behaviour management, child protection and health and safety.

Leadership and management of the nursery education is satisfactory. The Nursery manager has recently returned from maternity leave and demonstrates a clear understanding of her role and responsibilities. She has identified the strengths and weakness well within the Butterflies and is beginning to help the new room leader to address them. There are clear systems in place for continual assessment and development of staff for example regular appraisals. Planning is in place and links to the early learning goals. Staff work together to plan daily activities however some activities are not well planned or executed and as a result some children getting easily distracted. The nursery receives support both in house and from the local authority to help monitor the quality of care and education, they provide.

The provision meets the needs of the range of the children for it provides.

## **Improvements since the last inspection**

At the last inspection the provider was required to ensure that all registers were completed and kept up to date. At inspection all registers were found to be up to date, with staff recording times of arrival and departure for all children.

Points for consideration at the last nursery education inspection were to provide opportunities for children to practise calculation skills and provide parents with information about the curriculum. Calculation is currently planned for and children take part in activities to encourage calculation. Information about the curriculum is now shared with parents, notice boards and letters give them details of the curriculum and include ideas of how they can help in extending their children's learning at home.

## **Complaints since the last inspection**

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review current practice for transporting of food from the kitchen to all rooms

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- reinforce opportunities for children to practice writing and counting skills in every day activities
- develop the range of teaching methods to enable children to answer questions and think for themselves
- further develop staff knowledge and understanding of the Foundation Stage to ensure they are able to provide effective support and sufficient challenge at activities for all children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)