

Windrush Nursery

Inspection report for early years provision

Unique Reference Number	145963
Inspection date	07 June 2007
Inspector	Susan Mann
Setting Address	2 Windrush Cottages, West Dean, Salisbury, Wiltshire, SP5 1HR
Telephone number	01794 884888
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Registered person	Windrush Nursery
Type of inspection	Integrated
Type of care	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.

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 outstanding.

WHAT SORT OF SETTING IS IT?

Windrush Nursery has been registered to care for children since 1988. The nursery is privately owned and operates from the proprietor's semi-detached house in a rural setting close to West Dean. The children have access to the ground floor of the house, which includes cloakroom facilities. There is a large enclosed garden for outdoor play. The nursery serves villages in the local area.

The nursery is registered to care for children aged from two to under five years. There are currently 19 children on roll. This includes 11 funded three and four year-olds. There are three staff who work with the children, of whom two hold an appropriate early years qualification. Another member of staff is working towards becoming qualified. The nursery is able to support children with learning difficulties and/or disabilities. There are no children who speak English as an additional language.

The nursery opens four days a week during school term times. Sessions run on Mondays, Tuesdays, Wednesdays, and Thursdays from 9:15 to 15:00. Children bring a packed lunch and can attend a variety of sessions each week.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well through a range of effective procedures and routines. Children know to wash their hands before eating and after using the toilet to limit the spread of germs. They do this independently throughout the day. Children are well cared for by attentive staff if they become unwell during the day. Staff are trained in first aid to provide appropriate care should a child become injured whilst at nursery. Accidents are recorded, although entries are logged one after another in the accident record which means they are not confidential.

Children enjoy a sociable group snack time. They choose from a variety of drinks and eat healthy snacks such as fresh fruit, toast and raisins. Although they eat from hygienically clean tables, children do not always eat from individual plates, nor do they choose their own snack. This limits their choice over how much they wish to eat, and eating directly from the table does not help foster good table manners.

Children benefit from lots of fresh air and exercise. They enjoy outdoor play each day in the very large garden which is safe and secure. They have lots of opportunities to develop their level of physical fitness and co-ordination. For example, children have great fun playing on an obstacle course. They skilfully balance on tree trunk stepping stones. They climb on to and jump off hay stacks as they go around the course. On occasion, they have countryside walks which give them the opportunity to enjoy the natural environment. They learn about the effect exercise has on their bodies. Children know that their heart beats faster when they are active, and they understand that they may feel hot.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe and secure in the nursery. They benefit from the welcoming domestic environment that allows them to be comfortable and relaxed. The premises are very well organised to provide children with plenty of space to play. They use a wide range of suitable equipment and resources that are well maintained. Much of this is presented in low level storage and children choose what they would like to use. For example, children enjoy using a range of art and craft materials as they draw, cut and stick. Staff are vigilant in their supervision of children to ensure they are safe. In the garden, staff are especially attentive to ensure children are safe and secure as they play.

Children are protected from harm and neglect because the nursery has stringent procedures in place to safeguard children's welfare. Staff are knowledgeable about their responsibilities with regard to child protection. A robust child protection policy underpins this provision, and is shared with parents to ensure they understand the responsibilities of the setting.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children flourish as they play with the wide range of stimulating activities in this vibrant setting. They arrive at nursery full of enthusiasm and are eager to participate. All children are

exceptionally confident and self assured. Older and younger children play alongside one another very well. Older children provide excellent role models for their younger counterparts to copy. Younger children provide the older children with the opportunity to experience playing with and helping them. For example, a four year old and a two year old have great fun painting side by side at the easel, using the same piece of paper. They co-operate well to mix the colours together as they paint, covering the paper entirely. Children of all ages quickly become wholly engrossed in a wide range of exciting activities.

Children who are two years of age are given extremely sensitive support to enable them to feel secure. Staff provide a superb level of interaction which enables children to gain the maximum benefit from their play and activities. Children have numerous opportunities to learn and develop each day through a well planned curriculum. They benefit from skilful differentiation of activities that enables children to develop at a pace that is wholly suited to each child.

Nursery Education

The quality of teaching and learning is outstanding. Children are making exceptional progress towards the early learning goals. This is because learning opportunities are comprehensively tailored to their individual needs and interests. Staff demonstrate consistently expert practice in the provision of education. They are extremely knowledgeable about how young children learn and develop. Furthermore, staff are dynamic and purposeful in their approach. The children's well-being and happiness is of utmost importance to them.

Children benefit from a curriculum that is exceptionally well planned. Accurate observations and assessments of their learning are gathered from the time a child starts at the nursery. These help staff to plan their next steps of education. These are then used to ensure that the curriculum is planned to incorporate the learning requirements of each child. Children learn through play in a wide variety of planned and spontaneous activities that are innovative and fun. For example, children enjoy making collage pictures of their 'perfect pets' using a wide range of natural and synthetic materials. They sit at the large kitchen table to do this. They feel the texture of sheep's wool, and snip real and man made feathers with scissors as they make their pictures. In the garden, children develop their own game of rolling hoops down a hill and racing after them to catch them. A member of staff helps children to roll the hoops and encourages them to cheer one another on as they run.

Staff know the children very well, and this allows them to cater for their personal likes and dislikes. This significantly enhances their learning. They listen intently to what children have to say and encourage children to actively contribute to the provision. Children talk about their thoughts and feelings in an extremely articulate and confident manner, both at circle time and throughout the day. Staff regularly ask children's opinions on things they are doing, or about daily routines to promote children's involvement and reflection on what they are doing. For example, children are encouraged to think whether they enjoyed a story or a game, and staff are very keen to hear their opinions. Staff ask children if they are ready to tidy away to have snack and are sensitive to children's involvement when they are engrossed in their play. Children's learning experiences are successful because of the flexible and child-centred approach to the nursery routines.

Children show a great interest in books and stories. They display exceptional listening skills at group story time. They participate enthusiastically by joining in the story of 'This and That', which is a favourite book of the children. They write and make marks to label their art work and to write lists in the role play area. Many are able to form recognisable letters correctly.

Children are knowledgeable about numbers and shape. They are confident with counting and calculating because staff encourage them to think about number and quantity. For example, children playing the board game 'insey wincey spider' readily recognise numbers on the dice and count out the correct number of spaces with their counters. They calculate how many spaces they need to get to the top of the board.

Children are exceptionally curious and interested in the indoor and outdoor environment. They demonstrate independent problem solving skills. For example, when a toy becomes stuck in a tree in the garden, a child quickly brings over two milk crates to make a step so that the member of staff can reach. On their countryside walks, they observe insects and animals. Staff help them to sustain their interest and develop their knowledge when they return to the nursery. They provide a range of factual picture books on animals. Children enjoy recounting insects they have seen on their walk as they play with plastic spiders placed amongst compost and logs in the sand tray.

Children have many opportunities to express themselves creatively each day. Many become completely involved in their role play, developing complex scenarios as they extend their own ideas, co-operating very well with one another. For example, children going to the 'pet shop' decide that one is the vet. Children line up with soft toys in their arms or in pet carriers to bring their 'sick' animals to be seen. The 'vet' starts to make an appointment diary and lists the order in which she will see each one.

Throughout the day, children are highly motivated to learn as they move purposefully from activity to activity. They are challenged by the range of learning opportunities provided and by the skilful staff who help them grapple with new ideas and experiences.

Helping children make a positive contribution

The provision is good.

Children demonstrate a strong sense of belonging at the nursery. They relate very well to one another and demonstrate strong relationships with each other and with staff. This is fostered by the positive approach of all staff. Each child is confident because they are valued and respected. Children learn about different cultures and beliefs in ways that are meaningful to them. For example, they learn about other cultures through visits from parents who have different cultural backgrounds. Children's spiritual, moral, social and cultural development is fostered.

Children manage their behaviour well. They are motivated and busy which keeps them focussed and content. When children do display disruptive behaviour, staff are skilled at quickly addressing any issues to enable a swift and successful resolution. Children demonstrate a clear understanding of the rules and expectations of how to behave at nursery. This is because staff are consistent in their approach and provide good explanations of why an action is unacceptable, which helps children appreciate the reasons.

Children with learning difficulties and/or disabilities are able to make good progress because staff are dedicated to ensuring that each child achieves their own potential. The special educational needs co-ordinator is experienced and knowledgeable. She liaises thoroughly with parents and external agencies to ensure children benefit from a coherent approach.

Children benefit from the positive relationships that exist between the staff and their parents. When children start at the nursery, parents are given a wealth of useful information which

enables the child to settle successfully. They are reassured by the friendly and kind attitude of the staff. As children progress through the nursery, parents enjoy an extremely open dialogue with the manager and staff.

Partnership with parents is outstanding. Parents are fully informed about what their child learns and how they are progressing. They are given comprehensive information on the curriculum, and are given opportunities to continue children's learning at home. This fosters continuity between home and nursery which parents value. Parents are extremely satisfied with the provision. They have frequent opportunities to find out how their child is progressing through both planned and informal meetings with keyworkers and the manager. Each year a detailed progress report is provided to each family which gives a thorough overview of how they are developing. Staff put great emphasis on the importance of parents being actively involved in their child's learning at nursery. Children benefit considerably from this successful and purposeful partnership.

Organisation

The organisation is good.

Children benefit from the efficient administration of the nursery. Good systems are in place to ensure that required documentation is in place and is properly updated and maintained. The provision is underpinned by a range of robust policies and procedures that are regularly reviewed and updated to ensure they reflect current requirements. Children settle quickly on arrival because the play rooms are well prepared and staff are on hand to welcome the children and support them in their play. Overall, the provision meets the needs of the range of children for whom it provides.

Leadership and management are outstanding. The manager is exceptionally experienced and is well qualified. She has a clear vision of the nursery and adopts a very forward thinking approach. A high quality system for detailed evaluation of the provision is reviewed frequently to identify areas for development. These are then planned and acted upon to ensure the nursery is always progressing.

The manager provides highly effective leadership. She and the staff meet regularly to discuss the running of the nursery and this provides a coherent approach to the nursery's aims and ethos. Staff are well qualified and all are exceptionally accomplished in their roles. All demonstrate a very high level of professionalism. They are given dedicated support to enhance their skills and knowledge which benefits the children. The manager and staff work together in an highly effective fashion to provide an exemplary team. They are dedicated to the well-being and enjoyment of the children.

Improvements since the last inspection

At the last inspection, the nursery was asked to address several issues in order to enhance the provision of care and education. These have all been fully dealt with. Children are carefully supervised both indoors and out by the staff who care for them. They are grouped into keyworker groups to oversee their care and education. Children demonstrate an awareness of good hygiene in their daily routine. They all wash their hands after using the toilet and before eating. The planning of the curriculum has been developed to include all aspects of the Foundation Stage, including that of health and bodily awareness. Children enjoy independent access to a wide range of factual and story books throughout the day. Parents are informed about what their child is learning on a regular basis. Information about the curriculum is displayed in newsletters

and the notice board. Parents and staff meet regularly to discuss children's assessment records, both informally and in planned meetings.

Complaints since the last inspection

Since the last inspection 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.

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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):

- ensure that accidents are recorded in a manner that maintains confidentiality
- review the organisation of snack time to help further children's independence through providing individual plates and allowing them to select their own snacks.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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