

White Waltham Nursery

Inspection report for early years provision

Unique Reference Number	108419
Inspection date	10 July 2007
Inspector	Aileen Ewins
Setting Address	White Waltham Cricket Club, White Waltham, Maidenhead, Berkshire, SL6 3SH
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Registered person	Susan McCarthy
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 outstanding. 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?

White Waltham Nursery opened, under its present owner, in 2000. It operates from the White Waltham Cricket Club pavilion, set in a rural location on the outskirts of Maidenhead. The nursery serves the local area.

There are currently 41 children from two years nine months to five years on roll. This includes 20 funded three year olds and 17 funded four year olds. Children attend for a variety of sessions. The nursery is able to care for 22 children at any one session. The setting is able to support children with special needs and who speak English as an additional language.

The group opens from 09:00 until 16:00, five days a week, during school term times. Sessions are held morning, afternoon or full day. Children can also stay for the lunch period also.

There are four full time and one part time members of staff working directly with the children. All full time staff have early years qualifications. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP). The nursery has good links with the local community.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Exceptional use is made of the setting at the nursery to provide children with many opportunities each day to enjoy extensive time playing outside. Children therefore receive plenty of exercise and fresh air. Staff organise the outside activities enthusiastically. Children run around the large field and play in the fenced off areas. A portable gazebo is available to help shelter children from the sun. Children also wear named sun hats whenever they are outside in the sunshine. Parents are aware to administer sun screening at the start of sessions. Parents bring in named sun tan lotions which are kept at nursery. Children also have access to a range of spare clothing should they get wet during wet or messy play.

Inside the hall is large and airy. The nursery is clean and tidy. A cleaning routine completed along with risk assessment checks to the nursery are put in place each day. Children are kept free from germs and illness as committed staff check the toilets regularly. Toilets are also cleaned each lunchtime. Staff are also aware of policies relating to sick children.

Children are aware to wash their hands each time they visit the toilet and before eating snacks or lunch. Staff monitor this procedure. Children use the toilet wash basins at these times. After messy play or painting children wash their hands in bowls of soapy water, which are changed at regular intervals. Children have available to them liquid soap and paper towels along with step stools in the toilet areas.

Children have access to fresh drinking water, available in covered water jugs which they can pour independently if thirsty. Children know where to place cups after drinking from them. Water is changed at various times during each day. A visit from a local dentist gave children an insight into healthy routines for brushing teeth and each child received a pack containing a tooth brush and timer to ensure they brush teeth effectively.

Staff clean tables down before and after snack times with antibacterial spray. Children sit down enthusiastically for snack times. Vases of hand made flowers are placed on each table at snack and lunch sessions, which makes these times extra special. Staff sit with the children whilst they eat and drink. Children flourish at snack and lunch times and the experience is enjoyed by all. Children are offered milk or squash to drink and also have access to jugs of water which they can pour independently. Children are offered bowls of sliced fruits and a small biscuit. Snacks are served on plates. Children can stay for lunch if desired regardless of which session they attend at nursery. Lunch boxes are stored in the large fridge which means that food is kept fresh and cool. Children are encouraged to eat sandwiches and similar items first before any treats. The nursery has a policy of no sweets or nuts. Younger children have their lunch served to them on plates, whilst older children are encouraged to be more independent and can choose to take food out of lunch boxes. Children are very confident however, to ask willing staff for help with packaging.

Staff are aware of children with allergies and a comprehensive system is in place to ensure children are protected from cross contamination of foods. Children with allergies are cared for efficiently by staff who have written instructions for meal times. Children with allergies are given their food on completely different plates and cups. Three members of staff have completed a paediatric first aid course and the remaining two members of staff have courses booked to renew qualifications in September. Staff are aware of routines for administering medicine.

Children are kept safe during these meticulous procedures. An accident policy is in place and thoroughly adhered to. Three members of staff have food hygiene certificates.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

The nursery provides a vibrant environment for the children. The hall is exceptionally welcoming and clean and has access to a telephone. Children's work, pictures and posters are displayed around the hall. Children attend for a variety of sessions which can include lunchtime. Off the main hall is a veranda area leading to the huge cricket field which has a perimeter fence around it. Children have supervised access to the field and also to a fenced area where they can play, use water and sand, paint and perform messy activities.

Children are motivated to have fun at nursery through a large range of equipment available to them. Outside children enjoy a climbing caterpillar, various sit on vehicles, tricycles and bikes, prams, shopping trolleys, a trampoline, hoops, balls, racquets and a huge provision of outside toys.

Staff are proactive in helping children to be safe. Children arrive with parents and are signed in. Any visitors or parents collecting children ring the bell at the front door and staff bring them through. Children are signed out by staff. The door through to the garden is kept closed unless children are playing outside. When children play outside they are protected by semi permanent fencing and gates, erected at the start of each session. Thorough risk assessments are in place and checks are made daily to ensure children are kept secure and safe. On outings children wear badges which details White Waltham Nursery and the mobile contact number which further strengthens the safety of the children. Policies to ensure the well-being of the children are thorough and staff are fully aware of the procedures in place. Fire evacuation is practised each half term and times to complete the drill as well as comments to improve are monitored.

Children benefit immensely by the high ratios of staff who are dedicated to safeguarding the children in their care. Staff are fully aware of the policies and procedures regarding child protection and a written statement is provided to this effect. The nursery provides excellent vetting procedures and induction processes. Staff are aware of how to protect themselves from false allegations.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children arrive at nursery and settle well. Children interact with each other confidently and have excellent relationships with the staff. Staff are approachable and have respect for each child's individuality. Staff listen to what the children say to them. A wide ranging supply of resources are available to the children, which includes dressing up clothes and a mirror, dolls house with highchairs and dolls, farm and farm animals, cars and garage, vets box, Sylvannian animals, train set and trains, play dough, construction toys, puzzles, musical instruments, stickle bricks, a book corner, a vast range of art and craft materials and a writing table with resources for mark making.

The nursery offers a range of sessions and children can stay for lunch. Children take pleasure in sitting with their friends at snack and meal times and happily engage in lively conversations. Creative staff offer children opportunities for special times, for example a weekend home with Spot the dog. Spot visits the children at home and goes on trips with them, for example to

Legoland or a sleep over at a friend's house. Children and their parents write in a book about their exciting adventures with Spot and draw pictures or take photographs for their friends to see back at nursery.

Children have weekly sessions for show and tell. Encouraging staff offer Sheila, a puppet to help children less confident to speak during these sessions, as other children know that when a child is holding Sheila, only that child can speak. This in turn helps children to develop self-esteem and form relationships with their peers. All children are highly valued and staff offer all children individual time. Children are happy and independent and develop positively from observing staff who are good role models.

Nursery Education.

The quality of teaching and learning is outstanding.

Children are motivated through successful teaching methods that promote learning through play. During registration times, children take turns to be the weather monitor and describe the weather today. Children learn the days of the week and the months of the year as well as the seasons. Children discuss what weather should be like in Summer and what the weather is like today. Children also take turns to be the mat monitor. When children are listening to stories or doing structured activities they sit on small carpet squares. One child is responsible for collecting these up and placing them in a tidy pile. Children delight in being able to help the staff who they have warm relationships with. Children enjoy using a range of learning materials such as phonic books, dominoes, peg boards and counting games and also have opportunities to use the computer and select learning resources, such as Percy Goes Measuring and To The Doctors. Children's knowledge is extended also through extension of teaching during informal discussions, for instance using mathematical words such as bigger and smaller during various activities. Children also count the number of letters in their names after writing it on laminated cards. Children are also made aware of shapes when discussing the food they are eating, for example 'my sandwiches are triangles'.

Children at the nursery are making confident steps to use language. Children are listened to and staff respond to them well with open questioning. Children discussed what happened on their trip to the farm. They happily talk about riding on the tractor, recognise their friend's photographs, talk about feeding the animals and going on the coach. Children also delighted at learning French songs, words and numbers during a brief visit from a parent of a child at nursery. Children at the nursery have excellent attention spans. Children also have a good understanding of rhymes and all participate with familiar action songs. Children are stimulated also by using stories to increase their understanding of word, for example when listening and joining in with the book 'The Smartest Giant In Town'. Children joyfully called out trousers, socks and smart shiny shoes. Animated teaching gives children an understanding of phonics. Children respond to staff and recognise sounds through action songs, such as 'ants in the apple a a a', 'balls are bouncing b b b'.

Children are involved outside too. They play on the many sit on vehicles and tricycles, push prams and pretend to stop the traffic. Others paint in the sunshine on easels or laugh happily having fun with water games. Children have accomplished excellent co-ordination skills with various ball and racquet games through the many occasions they participate in these games. Children are aware of each others space and are competent to run, skip, hop, jump, pretend to be motorbikes or aeroplanes; whilst enjoying the vast area of space available to them on the grassed cricket pitches where they play.

Staff have a solid knowledge of the Foundation Stage. All staff are involved in planning. Staff are aware of children's starting points. Continual observations are made of the progress of children's development. Comprehensive use is made for plotting children's next steps. Activities are evaluated and altered if necessary to ensure children gain fully. A key worker system is in place and professional monitoring ensures that children are happy and progress appropriately through the Early Learning Goals. Staff are aware that all children develop at differing rates and sessions are extended to suit those with greater ability, whilst children needing further encouragement or time have activities altered to suit them. Good links are made to incorporate Birth to three matters. Children's development books are used throughout their time at nursery and passed to parents when they leave. The books contain observations on children and records of progression through the six areas of learning. Children have their photographs taken joining in with various activities, for example, eating food from around the world, on the Braille machine, sharing lunch, enjoying picnics, painting hands, dressing up, playing in the snack café, playing outside, working on the computer, participating in music and movement, finding out about our senses by being blindfolded with hands in jelly and shaving foam, constructing and mark making.

Helping children make a positive contribution

The provision is outstanding.

Equal opportunities at the nursery is exceptional. Children are confident with staff who respond to their needs well. Staff are non-discriminatory which enables children to feel content and valued. Children are spoken to warmly. Children respect the staff and each other. Boys and girls play happily together. Resources are non-gender biased. Staff motivate children to have an understanding of the diverse world in which they live through small world toys depicting people with disabilities, such as a man on crutches and a boy in a wheelchair. Children have opportunities to discover people of different ethnicities through toy land people and jigsaws depicting people from various communities. Children also learn about religious festivals and try food from around the world. Children have been learning French and have practised 'my name is', 'hello', 'goodbye' and 'I am three/four years old'.

Forward thinking staff and parents gave children insight into the world without sight. A parent visited with her Braille machine. Children gained knowledge of how to use the machine and delighted at spending time with a guide dog. Children learn about their feelings too and use emotional dolls to help others understand when they are tired, lonely, happy, sad or angry. Children understand turn taking. A chart is kept to monitor who has been a helper or monitor.

The needs of children are understood well at the nursery. Dedicated staff are aware of children's well-being. A member of staff is in place to help children with particular needs and difficulties.

Staff offer a consistent approach to behaviour. A positive attitude is taken which encourages praise and learning by example. If bad behaviour persists children sit with an adult until they are calm and then rejoin the group. Children are encouraged to share and take turns, and are happy to do so.

Staff have good relationships with parents. Parents are offered settling in sessions just before their child starts at nursery. Parents are welcome to stay with their children if upset on arrival and can sign up as parent helpers. Parents feel supported by the nursery school and are happy with their children's development. Parents are aware they can speak to key workers, the manager or Ofsted with any concerns. A notice board is set out for parents and newsletters are sent home. Parents and staff enjoy time together with parents joining the nursery at the end of term party and summer trip. Information to parents is extensive, for example, sick children

policies, information for allergies, emergency treatment, healthy eating, what to wear, safety in the sun and the collection of children.

Spiritual, moral, social and cultural development is fostered appropriately. Children behave well and have good relationships with each other and the staff who care for them. Children are aware of the diverse world around them.

The quality of the partnership with parents and carers is outstanding. Parents receive a prospectus for the nursery along with a pack giving information on all the policies and procedures, curriculum details, parental involvement, and parents are asked to detail their child's emotional and developmental starting points. A key worker system is in place and parents have opportunities to discuss their child's progress with the key worker, attend open visits to see how the nursery runs on a day to day basis and more formal events to discuss progress within the Foundation Stage. Parents receive letters home detailing events and the topic for the term. Older children take home reading or picture books. Books are sent home weekly along with note books to keep a record of how a child interacted. Parents receive advice on how best to help their child enjoy books which gives parents an added involvement in their child's learning. Parents have been sent a questionnaire about life at the nursery and comments have been acted on.

Organisation

The organisation is outstanding.

Children flourish from their time at the nursery. The nursery is well organised and benefits from having extremely enthusiastic and caring staff. Children are inspired to do well and become confident in their personal, social and emotional development. Staff are deployed well and work together to produce purposeful activities for the children to enjoy. The planning of the curriculum is shared between the staff who concentrate on the individual child. Optimum use is made of the key worker system, observations and evaluations of the Foundation Stage. Children's progress is shared with their parents. Thorough checks are made for vetting of new staff and a formal induction process is in place. Staff are aware of all policies and procedures from completing accident and medication records, behaviour management, child protection and the collection of children. All staff attend regular training which in turn aids their development.

All required legal paperwork is professionally managed, thorough and up to date. Children's development records are strong and effective. Registers detailing both child and staff attendance is consistent. Well organised risk assessments are in place which protect the children from harm.

The quality of leadership and management is outstanding. The manager is dedicated and has a clear vision for nursery education. She values highly the personal development of both the children in her care and the staff she employs. Excellent provision is made for the induction of new staff, who work alongside staff who will be leaving for a period of time. The manager is aware to continually assess the strengths of the nursery and identify areas for improvement. The manager has a strong focus for planning activities, assessments and evaluation and encourages joint staff planning to help identify children's next steps and enjoyment. The nursery has excellent relationships with its feeder school and staff at both provisions have days when staff exchange visits to secure links.

The nursery meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Two recommendations were set at the last inspection:

Ensure good hygiene practices are in place regarding the provision of food at snack time. The provider has met this recommendation. The nursery have a clear snack and lunch time agreement with parents. Children enjoy healthy snacks. Tables are wiped down with antibacterial spray before and after use. Children are aware of good hygiene procedures and wash their hands before eating. Children enjoy snack and meal times. Paper flowers are placed in vases and children and staff engage in happy conversations. Coloured plates and cups are provided and children delight in taking turns to set the table. Water is provided for children to pour independently and fruit squash or milk is served along with fruit at snack times.

Ensure that children have a range of activities available to them that promotes disability in a positive way. The provider has met this recommendation. The nursery provides a range of resources which promotes an awareness of the diverse world in which we all live. Children have access to: small world people with disabilities, for example a doctor, people with walking sticks and others in wheelchairs; a Sheila puppet which encourages children less confident to speak to do so without interruption; small finger puppets and theatre; and puppets for emotional expression, for example happy, sad, angry. Children have also been made aware of what it is like to experience blindness or limited vision. A parent introduced children to her Braille machine and visited with her guide dog.

Complaints since the last inspection

Since 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.

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On the basis of the evidence collected on this inspection:

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The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

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

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