

Sodbury Vale Day Nursery

Inspection report for early years provision

Unique Reference Number	EY367490
Inspection date	09 May 2008
Inspector	Susan Esther Harvey
Setting Address	Ridgewood Community Centre, 244 Station Road, Yate, BRISTOL, BS37 4AF
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Registered person	Sodbury Vale Day Nursery Ltd
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?

Sodbury Vale Day Nursery has been established for over 30 years and has been under the current management since 1993. Since 2000 it has been based at the Ridgewood Community Centre on the border of Yate and Chipping Sodbury. The nursery occupies a self-contained area on the first floor with its own entrance. A maximum of 26 children may attend at any one time. The nursery is open each weekday from 08.30 and 16.00 hours term time only. Children can attend on a sessional or daily basis. There is a secure enclosed outdoor play area for children to use.

There are currently 64 children aged from two to under five on roll. Of these, 53 children receive funding for early education. Children come from the local area. The nursery can support children with learning difficulties and children who speak English as an additional language.

The nursery employs nine members of staff. Of these, eight hold appropriate qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are healthy due to the good practice and example followed by staff. They teach the children the importance of hand washing routines and provide the necessary equipment to wash hands independently. For example, children remember to wash their hands after planting flowers in the garden, they know it is important to wash their hands after visiting the toilet and before meals and snacks. Staff provide extra encouragement through the use of posters reminding children how to wash their hands effectively. As a result, staff remain alert to reinforcing good hygiene routines in order for children to understand the importance of personal hygiene. There are qualified first aid staff members on duty at all times. Therefore, appropriate action will be taken in the event of an accident in the nursery.

Children increase their understanding of a healthy lifestyle by helping to prepare food. This includes taking part in regular cooking activities. Children enjoy a cooked lunch which is healthy and nutritious. Children and staff sit together for meals and enjoy each other's company. This is a social occasion and enables children to spend time talking about the events of the day and things that are important to them. Staff and parents provide fresh fruit for the children to enjoy at snack time. They take turns in choosing what fruit they would like to eat presented on a large plate. Children are skilful in the use of a knife and fork, and have made their own place mats to use at lunchtime. Water is readily available at all times and children independently pour their own drinks.

Children enjoy a good range of activities which contribute to their good health. They are highly skilled in walking up and down the stairs in order to go outside to the play area. They confidently ride various wheeled cars and bikes around the play ground. Children are skilled in controlling a football and climbing on and off a climbing frame. As a result, children are provided with a good range of physical play opportunities in order to develop their large muscle control. Children are skilful in the use of scissors and pencils in order to increase their fine motor control. Therefore, children are able to coordinate their hand and eye movements well.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children play in an exceptionally stimulating, vibrant environment, where the walls of the nursery are fully decorated with their own work. Photographs support a wide range of activities in which children participate. Posters around the nursery walls are of high quality and increase children's knowledge and learning. For example, number lines are at child height and can be used by children and staff with ease. Children have free access to a vast range of quality toys and resources. These are stored in drawers which are easily identified by the children from the clearly labelled written word and picture. Children's work is labelled in high quality print. As a result, staff are respecting children's work and giving recognition for their efforts. Children are able to use the outside area as an extension to their play. Staff provide children with stimulating outdoor resources to increase their understanding of nature. This includes an enclosed area where children can plant flowers and grow vegetables, climb in and out of cardboard boxes, and run among the trees.

Staff in the nursery conscientiously manage children's well-being, by continuously monitoring safety issues. For example, staff patiently explain the correct protocol for children to follow

each day while they walk up and down the stairs. Staff ensure that children are kept safe and aware of the need to be alert when crossing the car park to meet a visiting traffic police officer. Children eagerly tidy away toys after use and take part in emergency evacuation drills in order to leave the premises safely and efficiently. As a result, children are learning good road safety procedures and generally keeping themselves safe. The nursery is secure and a well documented visitors book ensures that children are protected from unexpected visitors.

Members of staff have an excellent understanding of child protection issues and their personal responsibility to safeguard children. Appropriate action will be taken in the event of staff having concerns about a child in their care. Parents are well informed of staff member's duty to refer to the appropriate authority.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are happy and cared for by highly skilled and caring staff. They have an excellent understanding of children's development and how to inspire them to learn. Children receive quality attention from staff. For example, every child spends time with a staff member on an individual basis as part of their daily routine. Staff ensure that children's individual needs are fully identified before starting in the nursery. As a result, children are welcomed into a secure and caring environment. Children have extremely high levels of confidence and self-esteem as they play. They choose from a range of activities which are initiated by themselves. Children spend long periods of time at their chosen activity. For example, children design a rainbow bridge from interlocking coloured bricks. They work out how each end of the bridge can remain secure at either end set on two tables. During this time children collaborate and discuss how this can be achieved. Staff promote children's independence in many ways. This includes the chance to make decisions for themselves. For example, children are given a wide selection of small old Wellington boots to choose from and what flowers they would like to plant inside, as an extension to their learning outside.

Nursery Education.

Teaching and learning is outstanding. Children are progressing extremely well supported by staff who have a thorough knowledge and understanding of the Foundation Stage curriculum. Children's learning is extended with exciting challenges introduced through well planned experiences and spontaneous play. Quality records of children's achievements are used to inform planning. However, staff are also led by the children in many aspects of their learning. For example, children are inspired by the topic of 'People who help us'. Various visitors to the nursery have encouraged children to extend their imagination in role play activities. Following on from a visit during the inspection by a traffic police officer, staff use a police officer puppet at story time. Children excitedly recall the visit and take part in the re-enactment of the officer's role in the community. Children look in wonder at their fingerprints created on paper. They are fascinated while looking at their print through a magnifying glass and by learning that fingerprints are unique to each person. Therefore, children are relishing in their activities and learning through experiential play. Children have many opportunities to contribute to their learning. This includes drawing a plan for a spring frieze and deciding what is to be added to the picture. They are able to make the animals and flowers designed on their plan. As a result, children are being included in the decision making process of the nursery with regard to craft and creative play.

Children practise problem solving in many aspects of their time in the nursery. They confidently count up to 10 and many children are able to count well beyond, linking objects with numbers. They are able to calculate the weight of a potato against small plastic square bricks and know which is the heaviest, and how many bricks are needed to balance the potato on scales. Children confidently identify their names and register themselves in and out of the nursery. They skilfully write their name on pieces of work and learn that there is a purpose to writing as they record details in the nursery diary. Children experience using a wide range of materials to develop their creativity. They spend time concentrating on making three dimensional models from tubes and small cereal boxes. All children experiment with colours by mixing their own before creating a picture. There is a good selection of pencils and pens for children to use when needed. Children have the opportunity to develop their hand and eye coordination and take pride in working with a staff member. For example, drawing pictures and writing their name unaided in their individual work books. Staff use the books as a means of monitoring and assessing their development. As a result, they are giving each child quality time and using the assessment to evaluate their progress.

Children learn to take turns while using a computer and popular mechanical toys. These are manoeuvred around the room with great skill and confidence. They expertly use digital cameras to take photographs of their finished work. Children experience the joy of watching things grow as they take part in the gardening club activities. They grow vegetables such as beans and are aware of the need to keep seeds watered. Overall, children are enjoying a wide range of experiences in the nursery in order to develop their life-skills and increase their ability to learn through play.

Helping children make a positive contribution

The provision is outstanding.

Children are able to access a good range of equipment and resources which promote diversity in the wider world. This includes musical instruments and story books. These are arranged in an area of the room set aside for children to read or rest quietly on cushions. Staff encourage children to listen to music while relaxing after a busy morning. Children participate with enthusiasm in their chosen activities. They have immediate access to a range of interesting and stimulating resources which includes construction toys, small world figures and animals. Children form excellent relationships with staff and each other. This is evident in the confident way they initiate play and work together effectively. Children with learning difficulties are fully integrated into the nursery and receive high quality support.

Children learn to respect each other's views and are introduced to a variety of cultures, beliefs and traditions. This includes taking part in a Christmas concert where all children are given the chance to participate. Children benefit from the diverse range of visitors to the nursery. They remember visits from the local baker who helped them make individual loaves. Other visitors enable children to care for small creatures such as hedgehogs and learn how they are rescued by nature conservationists. Children's behaviour is exemplary. Staff praise the children and give clear explanations in a nurturing environment. Children listen to what each has to say, taking turns, and sharing resources. Children are kind and considerate. A kindness and caring trophy has been donated to the nursery and is presented to a child who has shown exceptional care and kindness. Children are well occupied throughout the day and have many opportunities to build positive relationships with each other and staff. As a result, children's spiritual, moral, social and cultural development is fostered.

Parents are provided with a wealth of information prior to children starting the nursery. This includes written information about what the nursery offers and who will be looking after their children. Parents are made aware of the complaints policy and procedure, and the process staff will take in the event of a complaint. Policies and procedures are discussed with parents who are provided with a questionnaire to complete about the service the staff and nursery provide. Parents' suggestions are taken seriously and put into practice. For example, the use of a white board was suggested for staff to record what children have been involved in during the morning and afternoon sessions. As a result, parents are well aware of what children have been doing during their time in the nursery. Parents have high quality information displayed on the notice board. This includes a large tree display on which parents can write on paper leaves something about what their child has achieved at home. These are used in the nursery to praise the children's efforts. As a result, the link between home and the nursery is positively encouraged.

Partnership with parents and carers is outstanding. Parents are provided with good quality information about the Foundation Stage. For example, photographic information is displayed in all areas of the nursery showing children engrossed in their various activities in line with the stepping stones. Children greatly benefit from parents involvement with their learning. This includes parental support in helping to provide sports equipment for children to enjoy indoors and outside. Parents also are part of encouraging children to lead a healthy lifestyle by providing fruit for snack times. Parents and staff collaborate in the children's learning. This is accomplished through the use of regular meetings with the children's key worker and easy access by parents to staff. Staff are highly committed to working in partnership with parents and carers, and make every effort to support parents. Feed back from parents during the inspection is extremely positive and appreciative of the way staff enable their children to learn and the encouragement of life-skills.

Organisation

The organisation is outstanding.

Children's care, welfare and learning is actively promoted through exceptionally well documented, written policies and procedures which are readily available to parents at all times. There are rigorous recruitment, induction and appraisal procedures in place in the event of employing new staff. A robust system is in place to ensure that people working with children are suitable to do so. The register is recorded appropriately and accurately records children and adults presence in the nursery.

The operational plan is very detailed and used in a positive way to provide a stable and comfortable environment for children in the nursery. The nursery staff manage their own self-assessment which is an on-going process and recorded in detail. Various files hold the information which is easily accessible. The space used by the children is well organised. This includes the outside area which plays a part in extending children's learning experiences. There is an effective partnership between the local primary schools and staff in the nursery. Therefore, children's transition into school has been made easier through this cooperation. As a result, the provider meets the needs of the range of children for whom it provides care and education.

Leadership and management is outstanding. Children flourish in the exceptionally well organised setting. Staff are deployed effectively throughout the day ensuring that children have excellent support where needed, particularly when walking to the garden and listening to visitors. Children's learning is very well maintained by highly qualified and experienced staff. They present a stable, settled environment, in which children are motivated to learn. Staff are fully committed to furthering their professional development by attending regular training events.

There are daily meetings in which staff discuss the learning objectives of the day. Planning is focused around a subject for the term, yet remains flexible for children to direct their own learning. Staff have a clear understanding of the Foundation Stage curriculum and apply this in practice to all areas of children's learning. Staff work extremely well together as a team, and their individual expertise brings a rich and varied experience for the children in their care. The continuing aim of the nursery for the children who attend is 'to be safe, have fun as we play, make friends and grow together'.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take 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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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