

Guildford Day Nursery

Inspection report for early years provision

Unique reference number EY283397
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Inspector Christine Clint

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Asquith Court Nurseries Limited is part of the Asquith group of day nurseries and crèches established in 1989. The nursery is situated in a large three storey house in close proximity to Guildford town centre. It has an enclosed outdoor play area, plus a small car park at the front of the building.

The nursery offers child care for 61 children from three months to five years of age. It operates from 08.00 until 18.00, Monday to Friday for 51 weeks of the year (excluding Bank Holidays).

There are currently 51 children aged from three months to five years on roll, of these, 15 children receive funding for nursery education. Children attend from Guildford and the surrounding rural areas. The nursery supports children with learning difficulties or disabilities and children who speak English as an additional language. Children are cared for on each separate floor of the nursery according to age. The outside area has been specifically designed for children with both a hard surface area and a grassed area.

There are 12 childcare staff including the manager, plus a cook and an administrator, with seven additional supply staff who maintain cover. Almost all staff hold early years qualifications and several staff are working towards extending their level of qualification. The nursery is organised and supported by the area staff from the Asquith company and there are local links with the early years childcare service.

Overall effectiveness of the early years provision

Children's daily care in the nursery is fully organised and closely linked with their individual needs. All staff show involvement, interest and a clear understanding of their roles, especially in their knowledge of individual children. Staff have readily adapted the planning for children's learning and development to match the new regulations; they listen and observe children continuously and they act spontaneously to follow children's interests. Children, parents and staff show a sense of belonging; many children have attended the nursery since they were babies and there is sound continuity in the current staff employment. The wider nursery organisation is fully supportive and Asquith area staff act efficiently and responsibly, to reassure staff and parents, when addressing the health needs of children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop links with parents and other carers to ensure that they can contribute to children's individual progress and that this is reflected in their nursery records
- ensure that the observation and assessment of the youngest children/babies

identifies their development needs.

The leadership and management of the early years provision

Children's overall care and learning is very effectively outlined in the manager's detailed evaluation of the setting. There is ample evidence to show how the nursery is already implementing changes following consultation with parents, and there is a clear commitment to addressing any recognised areas for improvement. The nursery shows a competent ability to continually assess the daily practice and staff work as a dedicated team to include and adapt routines to meet children's needs. For example, staff knowledge and expertise is used fully to decide the best time for individual children to change rooms within the nursery; they meticulously gauge all areas of development.

There is close liaison with parents and all staff recognise the importance of welcoming parents into the nursery and maintaining continual dialogue. Parents appreciate the direct sharing of information, and regular consultation and questionnaires enable them to make decisions and influence change. For example, the nursery has responded and adapted the settling procedure for children to ensure that parents can use their visits to best suit their family and children's needs. Parents have easy access to children's records of assessment and can become involved in their children's levels of learning, especially in the pre-school section. However, there is less evidence to show how children's progress at home, or with other carers, is reflected or linked with their learning in the nursery, especially for children and babies in the younger age rooms. There is generally less focus on identifying the learning needs of the babies, although their development is closely observed and recorded.

The nursery is highly organised and effectively managed to ensure children's continual safety and welfare. All policies and procedures to meet the regulatory requirements are in place and available to parents; these are currently being reviewed and updated to reflect the new regulations. The manager has developed a detailed and thorough risk assessment process which is ongoing and includes the safety of all children and staff. There are clear procedures for child protection and ongoing training for all staff. Nursery management show efficient and appropriate action was taken to protect children and families from a recently diagnosed contagious illness. They have focussed on ensuring thorough hygiene and immediately organised a visiting professional to speak directly with parents and offer information, leaflets and advice.

The quality and standards of the early years provision

Older children learn to be entirely independent as they move freely in their well equipped room. They find their own coats and hats and they help each other to fasten zips. Children know that the weather is cold, because this influences their conversation and their activities and they understand the need to keep warm. They show excitement because it has snowed and the morning's activities are altered to follow the children's keen interest in talking about snow and making a collage of a

snowman. They identify the snowman's features and this includes some counting. Children interact continually and staff encourage their thinking and extend this with very suitable questions. Older children manage their own personal care and regularly wash their hands; they are learning why they need to dry their hands properly when the weather is cold. They show interest and excitement during outdoor play and they are innovative with the variety of resources and different surfaces available; this soundly increases their physical capabilities. All children show enthusiasm for meal times. Older children learn to carry their plates and to serve themselves vegetables at the table. Younger children are learning to manage and have prepared fruit at snack time. All dietary and health requirements are clearly recorded and precisely agreed with parents. Any accidents are comprehensively noted and sent to reception for parents to sign; the records are centrally collated and used to assess hazards.

The nursery has excellent procedures to ensure children's safety. Parents can use the coded entry and there is clear vision at the main door, with a bell system and security cameras. All visitors are timed on the premises and each nursery room has its own register containing children's timed attendance. Parents are fully informed about the procedures for security and for collection. Fire evacuation procedures are displayed and each room carries a notice to inform parents and remind staff of the last practised drill and how long it took staff to leave the building. Staff are vigilant in their supervision of children and recognise and react when toddlers are positioned precariously. They also respond immediately to the needs of younger children, especially those who are learning to feed themselves.

Children are very happy; they know where to find items and where items belong and they show that they are settled and secure in the environment. They interact continually and show interest in everything around them. They are keen to instigate their own role play and involve each other and they show complete concentration at story time and know the meaning of words in the story. Staff encourage their involvement at story time and give children ample opportunity to repeat words frequently and to learn phrases. Children explore their own physical abilities in the baby room; they are learning to play alongside each other and to share equipment in the toddler room and they are freely choosing and influencing activities in the pre-school room. Staff have good skills of enabling children and this is securely established because of their knowledge of individual children's needs. They continually encourage and praise children for their achievements.

Children with individual learning needs are able to make good progress because staff have precise knowledge from parents and other agencies if necessary. There are records to show how babies are helped to sit up with special equipment and when individual exercises are needed to help mobility. Parents have also helped with language differences by informing staff of words in their home language, to link with learning days of the week or months of the year and also individual words which children may use. They have also provided story books in Polish and Finnish for their own children to recognise and see in the written form.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Outstanding

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Outstanding
How well are children helped to stay safe?	Outstanding
How well are children helped to be healthy?	Outstanding
How well are children helped to enjoy and achieve?	Outstanding
How well are children helped to make a positive contribution?	Outstanding
How well are children helped develop skills that will contribute to their future economic well-being?	Outstanding

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.