

# Nursery @ Itchen College

Inspection report for early years provision

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<b>Unique reference number</b>	131604
<b>Inspection date</b>	14/11/2008
<b>Inspector</b>	Anne Mitchell
<b>Setting address</b>	Middle Road, Bitterne, Southampton, Hampshire, SO19 7TB
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<b>Type of setting</b>	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**

The Nursery at Itchen College has been registered since 2001. It operates from a building with disabled access, within the grounds of Itchen College, in eastern Southampton. There are three play rooms for children, and they have access to a garden for outdoor play. The nursery has been set up as a partnership between the owners and Itchen College and is jointly managed by both parties.

The setting is registered on the Early Years register. A maximum of 47 children may attend the nursery at any one time. There are currently 64 children from three months to five years on roll. Of these, 18 children are in receipt of funding for nursery education. The nursery support children who have disabilities and/or learning difficulties, and children for whom English is an additional language. The nursery is open all year round. Sessions are from Monday to Thursday from 08:00 to 17:00 and on Friday from 08:00 to 16:00. Children attend for a variety of sessions.

The nursery employs 13 staff. Of these, 12 hold relevant early years qualifications and four are working towards further qualifications.

## **Overall effectiveness of the early years provision**

Staff take account of children's individual needs and ensure children are included in play that interests them and supports their learning. 'Unique child' records provide staff with knowledge of children's interests and enthusiasms to enable them to be fully included into nursery activities.

The well planned, and child orientated environment ensures all children are fully included in all activities. Access to outdoor play is timetabled, and therefore sometimes limited, especially for younger children who do not have direct access to the garden. High staff ratios ensure children are well supported throughout the nursery. Areas for improvement are identified through staff and management meetings and through support from the local authority.

## **What steps need to be taken to improve provision further?**

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

- ensure children's observations and evaluations of planned activities are used to monitor the provision more effectively, and plan for children's next steps of development
- develop systems to ensure continuity and coherence by sharing relevant information
- continue to develop opportunities for children to enjoy outdoor play with particular regard to the younger age group.

## **The leadership and management of the early years provision**

There are good systems in place to ensure staff are suitable to work with children. Staff are committed to improving their personal and professional development through training. Regular risk assessments, and the staff's secure knowledge and understanding of child protection, ensures children are effectively safeguarded at all times.

Management work closely with staff to identify areas for improvement and seek support through the college to improve the provision, through training and obtaining funding for building improvements.

Clear information is provided for parents and carers from the outset. Regular meetings are arranged to discuss children's progress, although children's observations do not consistently show the next steps for their development. Parents and carers are encouraged to be involved in their children's learning by completing information about their children's interests, home routines and starting points. However, there are no systems to share information about children's interests and progress with other settings.

## **The quality and standards of the early years provision**

Children make good progress given their starting points and capabilities. They are very keen to come into nursery each morning and are motivated and eager to choose from broad range of resources and activities. However, planned activities are not always effectively evaluated to help staff monitor children's learning. Children are confident to approach staff to ask for support and assistance. Babies respond well to lots of cuddles, reassurance and interaction in the baby room, which helps them feel secure. Home routines are followed to ensure they receive consistent care. Toddlers enjoy the freedom to choose from a range of play including sand, water and painting. They rush to choose musical instruments and shake the maracas and use the drums and bells to accompany the member of staff who sings. Older children in the group participate with enthusiasm and choose other songs to sing.

Many activities are set out invitingly by staff prior to children's arrival, and there are a broad range of resources available for children to self select. Consequently, children demonstrate increasing levels of independence in their play. Clearly labelled resources and print around the room helps children learn that words carry meaning. Children develop strong friendships as they play together in the role play area. They load the bags up with play food. An adult talks to them and together they identify the different vegetables. The children successfully negotiate their different roles in an imaginative game. There is good adult support as staff ask the children 'You have so much shopping. How will you carry it all?' The level of interaction and use of open ended questions helps children to think for themselves and helps to develop their language and vocabulary successfully.

Children's health and safety is well promoted. They enjoy fresh air and exercise in

the well resourced garden, and a selection of fresh fruit and salad vegetables at snack time promotes their dietary health. Discussion about the benefits of the foods they eat promotes their understanding of healthy eating as a child tells a member of staff 'Carrots are crunchy and they help you see well'. They learn to keep themselves safe as staff reinforce good advice. While dressing up, a child is reminded 'Hold up your lovely skirt when you walk around the room, so you don't trip'. Children throughout the nursery are very well behaved. Staff are good role models and use praise and encouragement consistently. Staff thank children for helping out, being kind or achieving. Children are polite and well mannered to adults and to one another.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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](http://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**

There have been no complaints made to Ofsted since the last inspection 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.