

Warsash Day Nursery

Inspection report for early years provision

Unique reference number

EY281058

Inspection date

17/11/2008

Inspector

Judith Reed

Setting address

The Old School, 128 Church Road, Warsash, Southampton,
Hampshire, SO31 9GF

Telephone number

01489 571252 or 01489 582844

Email

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

Warsash Day Nursery operates from the old school building in Warsash, Hampshire. It is part of the Asquith Nurseries Ltd chain of privately owned nurseries and serves the wider community. The nursery operates from two adjoined buildings. There are two fully enclosed outside play areas and the whole nursery is fully accessible. The setting opens from 07.30 to 18.30 Monday to Friday, 51 weeks a year. Children attend a variety of sessions.

The setting is registered on the Early Years Register to care for 72 children under 5 years. It is their policy to accept children from 12 months to 5 years. There are currently 86 children on roll. The pre school is registered to accept nursery funding and has 46 funded children on roll. The setting is able to support children with learning difficulties and disabilities as well as those who speak English as an additional language.

There are currently 10 members of staff employed to work with the children and they all have suitable early years qualifications. The staff team are supported by a group of familiar supply staff.

Overall effectiveness of the early years provision

Children thrive in a happy atmosphere, learning through play and having fun. Their individual needs are met by knowledgeable key workers who carefully observe and plan children's learning to ensure ongoing development. Management evaluate the provision effectively, implementing appropriate changes to improve children's experience and taking into account recommendations made through inspection.

What steps need to be taken to improve provision further?

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

- further develop consistency in evaluation of adult led activities to inform planning of future learning for all children
- ensure all children's individual needs are met when they are provided with meals

The leadership and management of the early years provision

Self evaluation of the whole setting is carried out by senior management. The thorough and well thought out document effectively targets areas for ongoing development. These targets are shared with the staff and manager who has an open door policy to ensure inclusion and consistency. Staff receive regular one to one support and an annual appraisal. Ongoing training is valued and senior staff are continuing their training to degree level.

The staff team are developing strategies to enable children to express their views and opinions. For example, in circle time children are invited to discuss their ideas for the garden and these ideas are included in future plans. Some excellent activities are provided for children. Although staff monitor individual children's progress they do not routinely use processes to evaluate group activities to inform planning for future learning.

Children are safeguarded as robust vetting procedures are in place for all staff. Staff are trained and keep up to date through short courses and staff meetings. Staff receive annual training regarding child protection issues. Staff meet regularly with their local cluster group to share good practice. All children are well supported through the effective key worker system and children with learning difficulties and disabilities are also supported by the knowledgeable Special Needs Co-ordinator (SENCO) who ensures the next steps of learning are clearly identified. The key workers and SENCO meet regularly with outside agencies to ensure children are fully supported.

All parents are involved in regular evaluation of the setting to ensure the families' needs are met. Parents state that they are very happy with the care their children receive and they are familiar with their child's key workers. Children are well cared for, happy and secure. Children have time to settle into the nursery and parents are supported throughout this time. Parents are aware that they may view their child's 'Incredible Learning Journey' book at any time and also make contributions through the 'Learning Story' documents.

The quality and standards of the early years provision

Children learn about keeping themselves safe and staff gently remind them to take care when on the climbing frame. The premises are extremely secure, regular risk assessments are carried out with any potential hazards being addressed. Children take risks and challenges whilst being fully supported by the staff. Older children understand they need to wear their coats and boots when playing outside or take care in the sun. Children freely move around the nursery rooms used by their age group. They are encouraged to play outdoors and get fresh air. Staff provide an interesting learning environment which enables all children to explore and experiment focussing on their own individual interests. Children help themselves to toys and equipment from clearly labelled storage around the room.

Children in both areas of the nursery have their snack when they are hungry or thirsty allowing them to make decisions for themselves. Children are encouraged to help themselves to prepared fruit from the tray. They are offered drinks of milk or water. Although healthy and nutritious meals are planned, the organisation results in some older children having to wait a long time to serve themselves at the serving stations and on occasions there is not sufficient quantity of one item for everyone. All children skilfully serve themselves at the serving stations and an extra serving station has been recently introduced to try to alleviate the wait for them.

All children are praised and encouraged throughout their activities. Staff are

available to support children when necessary and always act as positive role models. Staff are consistent and skilfully distract children who are disruptive or have a disagreement. They work closely with parents as necessary.

Children make continuous development in all areas of learning as key workers ensure their individual needs are fed into weekly planning. Children are provided with a wide range of exciting activities and experiences. For example the hairdressing salon role play area where children play in a creative manner as they invite staff and other children to have their hair done, they discuss various styles and colours and show staff the colour cards and magazines. Children pretend to wash and dry each other's hair, building friendships and making links. They use the cash register and diary to make appointments and exchange money, developing their writing and counting skills. Some children spend extended time cutting out and decorating mathematical shapes to make mobile. However few children choose to join in this activity. Younger children join staff doing 'Sticky kids' physical exercises. They listen carefully to the instructions and try to copy the movements. Children are praised and encouraged by staff.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
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?	1
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

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.