

Elvetham Heath Day Nursery

Inspection report for early years provision

Unique reference number EY374149
Inspection date 19/09/2008
Inspector Mandy Gannon and Carol Willett

Setting address Elvetham Heath Day Nursery, The Key, FLEET, Hampshire,
GU51 1HA
Telephone number 01252 627200
Email elvethamheath@casterbridgecae.com
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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Elvetham Heath Day Nursery opened in 2003 and belongs to a chain of 24 nurseries in the Casterbridge Care and Education group operating in south east England. The nursery is situated on a large housing estate in Elvetham Heath. The nursery is situated on the outskirts of Fleet, close to the M3 and A30, and serves commuters and the local population. The purpose built premises consists of eight play rooms, a soft play room and a sensory area, which are over two floors with a lift available to access the first floor. The provider is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. Children attend the nursery for a variety of sessions and full day care. The nursery is registered to care for 120 children under five years and currently has 179 children on roll, of whom 31 children are in receipt of funding. The nursery opens on weekdays from 07.30 to 18.30 throughout the year, with the exception of the period between 25 December to 2 January and bank holidays. Currently, there are two children receiving speech and language therapy and two children who have English as an additional language. There are 45 members of staff who work a variety of full and part time. Of these, 32 members of staff are qualified in early years education, eight members of staff are currently undertaking training towards a Level 3 qualification and four working towards a Level 2 qualification. A nursery chef is employed with appropriate qualifications and who receives support from the company chef advisor. The pre-school team includes a qualified teacher working four days a week and also receive support from an early years advisor. The company also provides support including a head of curriculum, regional trainers, in-house assessors, internal verifiers and health and safety advisors.

Overall effectiveness of the early years provision

Children are relaxed and happy within the nursery where staff effectively meet their needs. They create a welcoming and safe environment and provide a wide range of interesting activities. The management team have identified strengths and areas for development. They strive for improvement taking into account the views of their staff, parents and children, although monitoring systems have some weaknesses. Inclusive practice is promoted within the setting, although links with others settings are not yet developed.

What steps need to be taken to improve provision further?

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

- ensure effective systems are in place in order to maintain regular communication and sharing of information between all those involved in children's care
- increase opportunities for all children to investigate and explore the surrounding environment and develop an understanding of their local community
- improve systems of record keeping to ensure that it effectively identifies all children's level of development and next steps of their learning to ensure

- they reach their full potential
- develop effective systems for monitoring staff performance and record keeping

The leadership and management of the early years provision

The nursery provides robust safeguarding policies and procedures which ensure that children are well protected. For example, a thorough recruitment, vetting and induction procedure is in place. Risk assessments and daily checks by staff are effectively completed in each room, enabling children to play and explore safely within the setting.

Children benefit as staff have effective self-evaluation processes in place that clearly identifies their strengths and areas for further improvement. The leadership team continue to develop the involvement of others in assessing the setting, such as company auditors, a pre-school learning alliance development worker, parents and children. There are external systems in place for the sampling of the children's achievement records. However, the monitoring of the completion of all of these by the management team, within the nursery, have not effectively identified that they are not always up to date. This means that children may not reach their full potential. There is a strong commitment for further development of the skills and training needs of all staff through in-house and external training, staff meetings and cluster meetings within the company which is used to improve the care, learning and development of children. For example, rooms have been reorganised to enable children to actively access resources, the outdoor area has been redeveloped and a sensory room provided.

The staff work well with parents and carers as the setting provides useful information about the nursery and services they provide. Notice boards are situated outside each room and in the entrance hall, where policies and procedures and other useful information are available, such as details about meningitis. Regular newsletters are issued and parents are able to contribute their thoughts and ideas through the parent/nursery association. Annual questionnaires to parents contribute to effective evaluation and areas for further improvement. For example, the nursery reviewed room structure to extend the period in which babies stay in the younger rooms. Parents receive information about their child's care at the end of the day through discussion with staff and communication books. Formal parent's evenings provide them with opportunities to discuss children's progress and development.

The quality and standards of the early years provision

Children arrive happily and separate from their parents and carers and immediately settle to their chosen activity. They have free access to a range of resources which allows them to build their confidence and independence. Most children are confident communicators and some happily recall where they have been at the weekend. Staff show interest in the children and extend conversations appropriately. Children are happy, settled and engrossed in a wide range of suitable stimulating tactile

activities. Younger children enjoy and are effectively supported by well organised staff as they experiment with water and crazy soap. Older children excitedly discuss the changing colour of gloop, using their senses to discuss the texture, smell and feeling as they squeeze it through their fingers.

Children's health is well promoted as the staff are aware of and adhere to robust procedures to meet individual dietary needs. For instance, children with identified allergies wear red wrist bands and their food is clearly identifiable in red crockery. A dedicated nursery chef provides well balanced, nutritious meals and snacks. Children are aware that they need to wash their hands and good hygiene practices are observed throughout the setting. Competent risk assessments are carried out with daily checks in all rooms. Older children develop a clear understanding of keeping themselves safe as they act as 'safety spies' before accessing the outside environment, where together with a member of staff they identify any hazards.

Staff have a clear understanding of the Early Years Foundation Stage (EYFS); many staff are qualified and have undertaken training. They work well together to ensure that they plan and provide suitable activities covering all areas of learning. Staff have a flexible approach to daily routines that responds to the needs of the children. Regular observations have been completed by staff, which are used to inform planning; however, some recent assessment records in the pre-school rooms are not up-to-date. This impacts on some children and although they have made good progress, staff do not always have an accurate view of the next steps in their learning to ensure they meet their full potential. Staff build positive links with parents and carers who are regularly informed of their children's interests and progress. Although links with other settings that children attend are not effectively in place, some steps are being taken to develop this area in order to share information and provide continuity of care.

Children have access to resources that cover each area of learning. They are developing their ability to be independent learners as they access resources from low level boxes and shelves that are clearly labelled and are well supported by staff. Children have daily opportunities to explore the recently refurbished outside area, which includes a sensory garden. They use rollers and paint brushes to paint fences with water, they excitedly play with the parachute and use their imagination as they ride on a train they have made using chairs. However, children do not have sufficient regular outings to explore and discover their local environment, limiting their understanding of the surrounding community.

Children develop good communication skills as the staff are active listeners, they value what children have to say and interact appropriately with younger children. Some children learn French and Spanish and are developing their knowledge of other languages in their community through written words around the room. Children learn that writing carries meaning through the labels on the toy boxes, furniture and areas around the room. Children independently access books for pleasure, which are easily accessible to them and they have the opportunity to borrow books from the library that comes to the nursery.

Children develop positive links between home and nursery as they share with each other activities they have participated in through circle time, photographs and

younger children have laminated pictures of people and places that are special to them. Children are secure and confident as staff value each individual child and their family, they acknowledge them on arrival and departure and develop an awareness of their needs. Children build positive relationships with one another and are kind to one another. For example, a child selects a drum from a low level box and takes it over to the home corner and returns to the box to select a beater. Another child joins the home corner and starts to try to take the beater off of the child and the first child starts to pull on the other end of the beater. Without any intervention from staff the first child thinks of the others needs, returns to the box to get themselves another beater and they enthusiastically beat a rhythm on the drum together.

Children benefit from a bright, purpose built nursery which has been recently refurbished and has a wide range of suitable resources both indoors and out. Furniture and equipment is suitable for the varying needs in each room, with low level furniture and ample floor space providing an enabling environment. This contributes to children's positive attitudes and good progress.

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.	2

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?	2
How well does the setting work in partnership with parents and others?	2
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?	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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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 registration 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.