

Nursery On The Green

Inspection report for early years provision

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Inspector Hazel Farrant

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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 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

Nursery on the Green in Frimley, Surrey is one of a chain of nurseries owned by Casterbridge Nurseries Ltd. It opened in 2008 although previously operated as Hatton Hill Nursery. There is an enclosed outdoor area for outside play.

The nursery is registered on the Early Years Childcare Register and cares for a maximum of 80 children. There are currently 30 children attending who receive education funding. The setting supports children with learning difficulties and disabilities. The nursery is open from 08.00 to 18.00, with the option of an early drop off at 07.30 and a late pick-up at 18.30, throughout the year apart from Bank holidays and the period between Christmas and New Year.

There are 27 members of staff currently working with the children, 16 of which hold appropriate early years qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Nursery on the Green provides good quality care for children in the Early Years Foundation Stage (EYFS). Practitioners know the children in their care well which enables them to meet each child's individual needs. They individually plan and implement an exciting range of activities and experiences to enhance all areas of children's learning and provide well for their welfare. They learn about their local community and the wider world with well planned activities which engage children in their own active learning. Practitioners work hard at ensuring improvement is on-going and it is a key strength which ensures the needs of all children are met very well.

What steps need to be taken to improve provision further?

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

- ensure all learning areas are prepared and ready for children to access
- ensure all children are able to independently help themselves to drinking water
- improve monitoring systems for ensuring the good hygiene of all first aid boxes.

The leadership and management of the early years provision

The manager and her staff team complete their own action plans and self-audits which ensures continuous improvement across the provision. Recently practitioners identified that children moving into another area of the nursery required more preparation in order to assist the transition process. For example the children moving into the room of two and three year olds required more practice in hand

washing before meal times. Systems are now in place to ensure children are now experiencing this within their daily routine. Practitioners have now implemented the six areas of learning throughout the nursery to engage children in active learning and to become independent learners. The introduction of children's council enables children to be actively involved in promoting their own interests and to be involved in future planning of activities. Children are recruited as 'garden spies' where they are able to report to practitioners if they have noticed anything broken or any hazards within the outside areas. The garden was identified as an area for improvement and now provides children with a rich learning environment promoting free-flow for the older children.

Children benefit from the close partnerships the nursery have with parents and other professionals, ensuring that all children's individual needs are met. Parents receive quality information regarding all aspects of the nursery. Children's own routines are respected; starting points are discussed and recorded which promotes sound foundations to build upon. The management is introducing a new application form where details of care provided by any other setting can be captured at the start of the child's entry. This will enable the nursery to have closer links to others who are caring for each individual child; this will enhance children's learning and development. Children are protected extremely well because there are effective, clear and robust procedures in place to safeguard children which are understood by practitioners. All visitors to the nursery are required to sign in and out and un-vetted persons are not left in isolation with the children which ensures children's safety. Over fifty percent of practitioners are suitably qualified and a high number hold a current first aid certificate. All required documentation is in place with accident and medication records appropriately recorded.

The quality and standards of the early years provision

The quality and standards of the early year's provision is good. Planning and assessments link to children's achievements which provide forward planning for each individual child's next steps. The learning environment both inside and outside is planned extremely well to help children progress towards the Early Learning Goals. Practitioners interact with the children appropriately which helps children to enjoy and achieve through a balance of adult and child led activities. Practitioners are skilled in providing cross curriculum activities. For example, children actively engaged in an exciting activity where they used investigation skills to watch the effect of placing sultanas in a bottle of lemonade. Children watched with delight as the sultanas rose to the top of the bottle. Some children described the sultanas as melting in the bottle. As a result, staff plan to include more activities to consolidate children's understanding of the concept of melting. Young children take part in a wide variety of worthwhile activities providing them with a stimulating learning environment. They access messy play daily and learn through their senses through heuristic play because there is a lovely range of natural resources. For example, through smelling and touching coffee, cinnamon sticks and natural sponges. Most areas of the nursery are set up well, however, monitoring systems do not always ensure that all areas are suitably ready for use. For example, children were unable to access paints in the pre-school and building resources in the construction area in the garden.

Practitioners sensitively observe children; they use children's developmental records to plan each child's next steps. Parents have good access to their child's records through formal and informal meetings. Children's individual interests are promoted through impromptu events. For example, the discovery of observing shadows and watching the large earth moving equipment used when a new gas pipe was being laid outside the nursery. Parents can contribute to the 'learning tree' with examples of their own child's special interests and achievements.

Practitioners have a good understanding of ensuring a safe and inviting environment where risks are minimised through regular assessments. However, not all of the outside of the first aid boxes are kept in a sufficiently hygienic state which promotes risk of cross contamination when being used to provide first aid treatment. Children learn about health and safety in everyday routines, such as the importance of washing their hands and how to safely walk up and down the stairs. Children enjoy the healthy and nutritious meals that are cooked freshly on site each day. Most children have free access to water throughout their stay at the nursery. There are water machines within the nursery; however, cups are not always available in some areas to enable children to independently help themselves to a drink. They learn about sharing and becoming independent with skills of laying the table and serving themselves at meal times. Children enjoy physical play each day both inside and outside of the nursery. They have the opportunity to take part in additional activities provided by outside companies such as football practice and singing sessions. Children have access to a wide range of toys and resources to help them gain an understanding of the wider world around them. They are able to use computers and programmable toys on a daily basis. Practitioners act as good role models ensuring children learn between right and wrong. Children's behaviour is very good they use manners such as please and thank you at appropriate times and know how to behave at nursery and whilst on outings into the local community.

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

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