

Horseshoe Day Nursery

Inspection report for early years provision

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Inspector

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Setting address

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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).

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

Horseshoe Day Nursery is one of a group of nurseries run by Casterbridge Nurseries Ltd. It opened in 2001 and operates from five rooms in two converted Georgian buildings in the grounds of Sandown Park Racecourse in Esher, Surrey. A maximum of 88 children may attend the nursery at any one time. The nursery core hours are each weekday from 08:00 until 18:00 for 51 weeks of the year.

Children have access to secure outdoor play areas. The provision caters for children aged between three months and five years old. There are currently 123 children in the early years age group on roll. The setting is also registered to provide care for children in relation to the compulsory and voluntary parts of the child care register. There is currently no provision provided for children in this respect.

Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 31 members of staff. Of these, 22 members of staff, including the manager, hold an appropriate early years qualification. There are two members of staff currently on training programmes. The setting receives support from the Early Years Childcare Service.

Overall effectiveness of the early years provision

The setting is organised effectively to ensure that children are encouraged to make some choices in their play as they help themselves to a variety of interesting resources. Staff have some awareness of children's individual backgrounds and home languages, although current procedures to ensure that children are consistently supported in their individual needs are not always effective.

The nursery has recently had a change in management and the new manager has secure plans for ensuring that the setting is developed and improved. Staff and parents are encouraged to provide feedback about the provision and the manager ensures their views are included in her assessment of the setting. As the manager has a good awareness of the provision she is able to make relevant changes which improve the outcomes for the children who attend.

What steps need to be taken to improve provision further?

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

- ensure that children's cultural backgrounds and linguistic diversity are fully valued within the setting and develop opportunities for children to use and reflect on their languages and cultures within their play and learning
- identify learning priorities for each child and use to plan relevant and

motivating learning experiences that are both child initiated and adult led, inside and outside

- ensure that all staff are fully aware of safeguarding children issues and can implement the safeguarding children policy and procedure appropriately
- further develop ways of sharing information with parents about children's progress in their learning and development.

The leadership and management of the early years provision

Some secure procedures are in place to identify risks to the children who attend. The setting has a well planned recruitment policy and ensures that relevant checks are completed for new members of staff. The on-going suitability of staff is observed by the manager of the setting along with monthly visits by the area manager. This helps to maintain consistent levels of care and allows the manager to discuss training opportunities and development issues with staff where appropriate. Some senior staff have been provided with in-depth training concerning planning for the Early Years Foundation Stage. However, some staff lack confidence in their understanding of how to implement the framework and plan weekly activities.

The manager is the child protection co-ordinator for the setting and is secure in her responsibilities and the procedures to be followed if concerns were raised about a child attending the setting. However, some staff lack confidence in implementing these procedures, such as recording existing injuries. This compromises children's safety and well-being. Staff reduce hazards to the children through their effective risk assessments.

The manager is pro-active in making improvements and identifies different areas of the provision which require additional development. Staff feel valued as the manager seeks their ideas to make improvements to the setting and the group is well supported by a parent nursery association which helps with fund-raising and provides feedback to the management team about the provision generally.

The nursery displays some information about the Early Years Foundation Stage framework and invites parents to biannual parent evenings to discuss children's progress. Information about children's activities and care is provided verbally to parents for older children and on daily feedback sheets for babies and toddlers. Parents have free access to their children's progress records, although there are variations in how well these are maintained. Staff encourage parents to provide observations from home which they include in planning to provide some extension for children. However, staff do not regularly share their observations and children's identified next steps with parents to enable them to further build on children's learning at home.

The quality and standards of the early years provision

Children enjoy their time at the setting and are forming secure relationships with their peers and staff. Resources are widely available for children to self-select

helping them to develop their confidence and independence. Staff plan and provide activities with clear learning objectives. Staff observe children in their play and complete observation forms which make some reference to children's next steps of learning. However, current procedures to ensure that each and every child's next steps are included within future plans are not secure. Plans do not consistently differentiate the needs of individual children and ensure that all members of staff are aware of how best to support and provide activities for them that address their individual needs.

A key person approach is implemented within the provision and staff take specific responsibility in ensuring that the children in their group receive support and make progress. However, due to the implementation of a new system for recording children's progress, records have not been continuously maintained to ensure that other staff and parents can identify each child's current stage of development and next steps in learning. Some staff are not yet confident with the key person approach and are unaware of some children's particular cultures and languages. This does not help them support the children to ensure they feel included and valued.

Most rooms within the setting have easy access to enclosed outside play areas, which supports the provision of free-flow activities between indoor and outdoor areas during the warmer months. In the winter staff plan opportunities for children to play outside twice a day, although this is not consistently provided in practice. Some staff plan adult-led activities outside, such as acting out stories to support children's language and literacy, as well as opportunities for using larger apparatus, such as wheeled toys. However, the balance of planned adult-led and child-initiated activities outside throughout the year is not consistent across the nursery.

Babies enjoy close relationships with staff and are active learners as they eagerly help themselves to the resources that interest them. Toddlers show curiosity as they explore a trough of shredded paper, grabbing handfuls and throwing it into the air. Children enjoy being sociable and playing together as they build towers and enjoy meal times where they sit together and chat about the day's events. Children are aware of one another's feelings and are supported by staff as they develop good behaviour.

Staff ensure that the setting is clean and hygienic and follow rigorous hygiene procedures to reduce the possibility of cross contamination. Children learn to maintain their own hygiene, such as when older children help themselves to a tissue to blow their nose and throw the tissue in the bin afterwards. Children who wear nappies are well protected from cross infection as staff wear gloves and aprons to change children. Gloves, aprons and hair nets are also used by all staff in the preparation and serving of food. Secure procedures are in place to ensure that children who have specific allergies are protected. Some children attend the setting with specific dietary requirements which menus take into account. However, alternative foods are not always provided to ensure children feel equally included, such as dairy free ice-cream.

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?	3
How well does the provision promote inclusive practice?	3
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?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

There have been no complaints made to Ofsted since registration.

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.