

Watermead Nursery

Inspection report for early years provision

Unique reference number EY248193
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Inspector Kate Bryan

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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).

Description of the setting

Watermead Nursery opened in 2004 and operates from six rooms within the setting which is situated on the edge of a residential area in Nanpantan, Loughborough. Entrance to the nursery is via a front door into a hallway and there are no issues which may hinder access. The nursery serves the local and surrounding areas. The nursery is open each weekday from 07:45 to 18:00 all year round. All children share access to a secure enclosed outdoor play area.

A maximum of 55 children may attend the nursery at any one time and there are currently 61 children aged from birth to under five years on roll.

The nursery employs 13 staff in addition to the manager and director, all of whom hold appropriate early years qualifications. The nursery are members of the National Day Nursery Association and receive support from the local education authority.

Overall effectiveness of the early years provision

Overall, the nursery provides effectively for children in the Early Years Foundation Stage. Staff understand that children are individuals and ensure their needs are well met by working closely with parents and other professionals. Children are well protected by staff who are vigilant about their safety both in the nursery and outdoors.

The setting is well organised so that children learn in groups with their peers where they are cared for by staff who are interested and motivated to provide a quality service. The nursery uses self-evaluation and review procedures well to ensure their service is continually improving. Planning covers all areas of learning but some staff are not fully aware of the Early Years Foundation Stage and observations are not used effectively to inform future planning for individual children.

What steps need to be taken to improve provision further?

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

- ensure that all staff are aware how to implement the Early Years Foundation Stage
- develop observations so they can be used to inform planning for individual children.

The leadership and management of the early years provision

Children's welfare, care and safety are well promoted because the nursery is committed to providing training opportunities for staff. These include training in safeguarding children and staff can recognise signs of abuse and know how to

effectively deal with these. Robust recruitment procedures also promote children's safety because staff do not work with children until they have been vetted.

All required policies and procedures are in place and are regularly reviewed to ensure they are effective. For example, accident records are monitored monthly and linked to the risk assessment so that any hazards can be identified and dealt with appropriately.

All staff hold a professional childcare qualification and the company is aiming for all staff to hold a level three qualification. Training is well supported and yearly appraisals assist the manager in identifying any areas for staff development. The management at the nursery have good systems in place to monitor and evaluate the provision, these include a self-evaluation procedure which has led to action plans to address areas for improvement. For example, more training to be provided for staff about the Early Years Foundation Stage. All recommendations made at the last inspection have been fully implemented and demonstrate the nursery's commitment to improving its service to all children.

Good working relationships are in place with parents who receive a good range of information about the setting. They also have the opportunity to comment on the nursery and suggest improvements by completing a yearly questionnaire. Useful systems are in place to ensure staff are regularly updated about children's changing needs, these include daily diaries and parent's evenings. The nursery has also taken steps to liaise with other settings that children attend so they can deliver an effective and individual experience to all children.

The quality and standards of the early years provision

Children's welfare, learning and development are well promoted. Staff work closely with children to help them understand the importance of healthy practises and explain the need for routines, such as hand washing. They are also good role models as they wear gloves and aprons when changing nappies and wipe down tables with anti-bacterial spray so hygiene is maintained. Children enjoy outdoor play daily and have access to a wide range of resources which develop their physical skills, for example, bikes and ride on toys. They also learn about recognising their own needs as water is available at all times and older children make good use of a snack bar. Meals are cooked on the premises and are nutritious, appetising and take into account children's dietary needs.

Children are encouraged to learn about keeping themselves safe because the staff explain to them about hazards, such as running indoors, and the consequences of this. Effective procedures for outings also ensures that children's safety is promoted when they are out and topic work on road safety helps to increase their awareness of keeping themselves safe.

Staff ensure that children have easy access to a good range of resources which supports their play and learning well. Children are encouraged to independently select their own activities which promotes their confidence, for example, babies enjoyed playing with noisy toys and they also readily involved themselves in an

adult-led activity of painting. Space and resources are arranged to allow children the freedom to follow their interests within a room and free-flow between two rooms is effective in helping children to make choices.

Staff understand the needs of individual children well and use 'About Me' books which they complete with parents, this ensures they know children's starting points and can build on their strengths and interests. However, not all staff are fully aware how to implement the Early Years Foundation Stage which means it is not delivered consistently to all children. Planning is in place which covers all areas of learning although observations are not used effectively to inform future planning for children's development. This means activities are not differentiated to help all children make progress. Assessment is linked to children's developmental stages and shows what children have learnt and need to learn next.

Children are sociable and happy and enjoy talking to other children and adults, staff also spend a lot of time involving them in conversation. Staff have a good awareness of phonics and use this to increase older children's awareness of linking letters and sounds and to help younger children develop language skills. Books are readily available for children to select and comfortable sitting areas encourages them to do this. Children practise counting in everyday routines, such as lining up, so they become familiar with numbers, younger children also learn to problem solve as they complete puzzles and stack bricks. Staff support children's learning well by asking questions which encourage children to think, such as questions about shapes and by using lots of praise so they feel valued. Children's knowledge and understanding of the world is well promoted because a range of festivals are acknowledged and they have engaged in charity events, such as raising money for other countries, so they learn about the needs of others. They have also grown sunflowers so they are developing an awareness of the natural world.

Staff make sure all children have access to a range of resources which promote positive images and understand that activities may need to be adapted to meet the needs of all children. Staff also ensure that all children can communicate by using a visual timetable and key words for any children who have English as an additional language.

Children behave well and understand simple rules, such as sharing, which helps them to learn about right and wrong. Staff use lots of praise which promotes children's self-esteem and confidence and lets them know their behaviour has been acknowledged.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

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

Quality and standards

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

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

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

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.