

Pathways Day Nursery - Warwick

Inspection report for early years provision

Unique reference number EY364436
Inspection date 16/10/2008
Inspector Elenora Griffin

Setting address Newburgh Primary School, Kipling Avenue, Warwick,
Warwickshire, CV34 6LD
Telephone number 01926 403189
Email pathways2040@aol.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

The Pathways Nursery in Warwick, opened in 1994 and was re-registered as a Limited Company in 2007. This is one of a group of five nurseries operated by the company. The nursery operates from two classrooms and an enclosed outdoor play area, at Newburgh Primary School, in the town of Warwick. The nursery has operational links with the school and children's centre on the same site. The nursery is able to use school facilities including the library, grounds and hall. Disabled access is available through the adjoining children's centre.

A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 8:00 to 17:30, or 18:00 upon request, for 48 weeks of the year. Children attend for a variety of sessions including full day care for pre-school children, before/after school care and holiday care for school aged children. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 45 children on roll in the early years age group, 30 of whom receive funding for early education. There are currently 21 children on roll in the older years age group who attend before and after school and during the school holidays. Children attend mainly from the local area. The nursery currently supports a number of children with learning difficulties and/or disabilities and children who speak English as an additional language.

Six members of staff work in the nursery, five of whom hold early years qualifications including the manager who holds a degree in Early Childhood Studies. Staff are supported by two company directors.

Overall effectiveness of the early years provision

Children are well supported in their learning and development and receive excellent support in being healthy from a newly created staffing team that is highly motivated. Children make good progress as they access a rich and stimulating learning environment. Effective partnership working with parents and carers, and other agencies, in order to meet the needs of individual children is a key strength, particularly for children with learning difficulties and/or disabilities. A good capacity for continuous improvement is clearly demonstrated through the changes that staff have started to make in response to implementing the Early Years Foundation Stage, and their evident enthusiasm towards bringing about further improvements.

What steps need to be taken to improve provision further?

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

- ensure that staff who are in the process of completing suitability checks are supported by fully checked members of staff at all times
- continue to develop the key person and assessment systems in order to build stronger relationships with children and their parents, and to provide more effective support for children's individual next steps in learning and

development.

The leadership and management of the early years provision

Progress towards improving the quality of the provision is well supported through very good systems for self-evaluation. Staff are encouraged to be reflective and staff meetings are used to identify any priorities for future development. Ongoing support from company directors ensures that staff are able to act promptly to bring about change and to access further training where appropriate. Parents are encouraged to make suggestions and further opportunities are being explored to encourage parents and children to be more involved in evaluating the quality of the nursery. For example, children have been asked about what resources they would like and open evenings have been planned for parents.

Children thrive in an environment in which there is strong partnership working with parents. Although the key person system has been slow to get fully established, the staffing team have worked well together to ensure that all parents feel welcome and that children are well supported to settle into the nursery, taking into account of their individual needs. Effective two way communication systems are in place for the regular exchange of information. Staff ensure that they are available to parents at the start and end of the day, and notice boards, newsletters, open evenings and regular progress reports ensure that parents are well informed about their child's experiences and progress in the nursery. Parents are actively encouraged to get involved in nursery life, taking part in completing children's initial assessments and donating materials and resources. 'Lilly the ladybird' supports close links between home and nursery as parents help their child to complete a dairy of the soft toys' visit with them to share with friends back at nursery.

There are generally very good systems in place to ensure that children are safeguarded from harm and neglect. Risk assessments are regularly reviewed and daily checks completed to ensure that any potential risks to children are minimised. There are clear child protection procedures in place, which are well supported by Local Safeguarding Children Board procedures. Children are developing a good understanding of how to keep themselves safe, for example, they wear high visibility vest on outings and learn about how these help them to be easily seen. Children benefit from being cared for by an experienced and well qualified staffing team. Positive steps are taken to safeguard children through ensuring that all new staff complete suitability checks. Whilst these checks are being completed staff are made aware that those with uncompleted checks must be supervised by those with completed checks at all time. However, an incident occurred during which a staff member who is waiting for checks to be completed was left unsupervised in one of the adjoining nursery rooms, and this has the potential to impact on children's welfare.

The quality and standards of the early years provision

Children enjoy being cared for in bright and welcoming environment. They are well settled and as a result are quick to become meaningfully engaged in the activities and resources that interest them. Children reap the benefits of a rich and stimulating environment in which there is a good balance of experiences across all six areas of learning. Within each area staff differentiate objectives to ensure that activities are appropriately adapted to meet the needs of children in the different stages of the Early Years Foundation Stage. Staff make good use of spontaneous learning opportunities throughout the daily routine and use conversations well to support children's communication skills and learning. Consequently, children make good progress in their learning and developing.

However, the key person system has not been fully established, although staff have started to make sensitive and insightful observations, these have not been formally assessed in order to effectively identify and plan for children's individual next steps in learning and development. Consequently, outcomes for children are not fully maximised. Staff are keen to ensure that they are responsive to children's interests and therefore, ensure that planning is flexible in order to allow children to take the lead during activities. This has enabled children to follow their own interests and to establish an area for the leaves and conkers that they have been collecting from the school grounds. Children are confident and enjoy making decisions about what they want to do. They form positive relationships at all levels, playing cooperatively together and enjoying the attentiveness of staff who spend their time actively engaged with the children.

Children receive outstanding support as they develop an excellent understanding of how to keep themselves healthy. Displays, role-play activities and the daily routines provide children with interesting and meaningful ways to learn about healthy eating. Children have been exploring various fruits and vegetables as part of their green grocers shop. There is great buzz of activity around the shop throughout the day as children use a mixture of real and pretend fruit and vegetables. Staff have extended children's experiences through activities that encourage them to observe, feel, smell and taste different fruit. Children grow plants and herbs in the garden and encouraged to bring in food that their families have grown at home. Children enjoy regular healthy snacks that they help to prepare. They take pleasure in sociable meals times when staff sit with children, engaging them in conversation and talking to them about the food that they are eating. Children reap the benefits of free-flow access to the outside area where there is a wide range of activities that support their learning and physical development in the fresh air. They also benefit from planned activities in the school hall, where children explore moving their bodies in different ways. During these activities staff talk to children about the effect of exercise on their bodies and they enjoy a drink of water when they return to the classroom.

Children are well behaved and respond well to the praise and encouragement of staff. Children are developing a good understanding of the wider world and diversity. They enjoy regular outings exploring the local area, use a good range of resources that positively depict diversity in society and learn about various cultural and religious festivals. Creating an inclusive environment is a management priority and staff strive ensure that the environment is accessible and welcoming to all. A wide range of interesting and stimulating resources and activities are made available

for children to choose from and they have great fun exploring these and learning through play. Consequently, because learning is made fun and is responsive children's interests, children are motivated and develop positive attitudes towards learning.

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?	Satisfactory

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?	Outstanding
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 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.