

Growing Places @ Morelands

Inspection report for early years provision

Unique reference number	EY374028
Inspection date	03/12/2008
Inspector	Anne Gunston

Setting address	Morelands Primary School, Crookhorn Lane, WATERLOOVILLE, Hampshire, PO7 5QL
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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

Growing Places @ Morelands registered in 2008 and operates from the children's centre situated in the grounds of Morelands Primary School in Waterlooville, Hampshire. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 60 children under eight years. Currently there are 46 children in the early years age range on roll in the nursery, which offers care for a total of 36 children from six months to five years. The nursery is open from 08:00 until 18:00 for 51 weeks of the year; children may attend for part or the whole day. There is an enclosed outdoor play area for the use of children attending the nursery. At present 24 children in the later years age range attend for after school care, which operates in a classroom of the school. A maximum of 24 children are cared for in this group from 15:15 until 18:00 Monday to Friday during term time. A team of qualified and experienced staff work with children in both the after school care and nursery provision.

The children's centre is completely accessible and offers a wide range of services. These include a weekly session by the midwife and training opportunities such as positive parenting classes and a Bumps 'n' Bundles group for new parents with their babies.

Overall effectiveness of the early years provision

The nursery has effective systems in place to welcome and include every child; staff work closely with parents and other professionals to identify children's individual needs and promote their welfare. The staff team recognise that every child is unique and offer each one the support they need to make good progress in their learning and development. Children have an enjoyable time at the nursery and are encouraged to make a positive contribution to the daily routine and community as a whole.

What steps need to be taken to improve provision further?

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

- develop the range of soft play materials and furniture to provide a comfortable environment which offers increased levels of physical challenge for young children
- continue to develop the use of the outdoor area as a learning environment which children can explore and use at times of their choosing.

The leadership and management of the early years provision

The nursery management team and its operational procedures are well established. The organisation has good systems in place to safeguard the children; the staff team work closely with the management of the children's centre and

other agencies such as paediatricians and Portage to promote children's welfare. All staff working directly with children are suitably vetted and have a secure understanding of the nursery's child protection procedures. There is an annual appraisal system and the organisation strongly supports ongoing training, including in-house training sessions, to continually improve the skills of its staff. The nursery manager and staff team benefit from additional support from within the organisation; for example, a senior member of staff takes responsibility for inclusion and another is creative director. These individuals spend time in the nursery to assist in planning activities for specific children or the group as a whole. The entire staff team have a common sense of purpose and focus completely on improving the outcomes for children in their care. They are encouraged to work together and take part in evaluating all aspects of care and learning provided for the children. The nursery runs smoothly as areas for improvement or any potential difficulties are identified early and minimised. Staff realise the potential benefits of increased use of the outdoor area and are planning for this. They recognise that, at times, the wishes of younger and older children in the largest of the nursery rooms may conflict. Their secure knowledge of each child's character enables them to react quickly, for example, to protect and value older children's work should the need arise. Staff take advantage of all opportunities to reinforce to children that everyone's efforts are important. Children are learning from an early age that they must show respect and thought for others.

There are comprehensive policies in place, which describe the nursery's practice for parents. An admission pack is given to parents who wish a place for their child, this includes a précis of all policies; parents are able to see full copies on request. A colourful notice board at the nursery entrance displays good information for parents on the daily routine, its menu and naming the staff that have designated responsibility for special educational needs or child protection. Parents are able to offer comments and suggestions to the nursery by means of a box situated in this area. The nursery operates an open door policy and encourages parents to view their child's records at any time. The organisation has a system where parents are offered an annual appointment to meet with their child's key worker to discuss progress. The parental involvement policy demonstrates the nursery's willingness to involve and include parents in their child's learning.

The quality and standards of the early years provision

Children enjoy well-planned, nutritious meals and snacks at the nursery, which include a buffet style breakfast, hot lunch and high tea. Children are well supported at meal times and encouraged to serve or feed themselves, developing their independence and confidence; meal times are sociable occasions where all in the nursery come together. Children have access to drinking water throughout the day; older children are able to help themselves from the water dispenser whenever they recognise that they are thirsty. The staff team have secure knowledge of children's dietary and medical needs; they use a clear 'alert' system of recording which children may have allergies or require medication. The nursery keeps thorough records if medication is administered and obtains detailed information from parents on the dosage and timing. Children's health and safety is a high priority for the nursery staff, who ensure that children are able to access the

outdoor area each day for fresh air and exercise. Children know that they can safely run and be energetic here but that it is a nursery rule not to run indoors for their own safety. Staff have created visual symbols to enable children to call for assistance in opening the door to the garden, ensuring that the learning environment is accessible to everyone. The premises are very secure and safe; staff check the identity of visitors before admitting them into the nursery itself and complete regular risk assessments of the entire premises.

Children are behaving very well at nursery as staff provide an environment where children make decisions on what they wish to do, and when. Staff effectively instil a sense of ownership in the children by expecting them to share in the essential tasks, such as tidying away the toys or sweeping up spilt sand. Children gain a huge sense of achievement from participating in this way, as staff make sure that they recognise and praise any effort made. Children are proud to receive a 'stamp' on their hand for helping, and are exceptionally willing to join with staff in maintaining the nursery environment in a tidy, clean condition. Children are communicating well with staff or visitors to the nursery, and can express themselves clearly and confidently. They ask for help in finding resources or managing difficult tasks, such as putting the lid on the glue stick. The nursery environment is well organised and welcoming; equipment and play materials are in generally good supply and accessible. Babies and younger children have a cosy sleep room and can roll around or play comfortably on cushions and carpets in the play area. However, there is no low level, home-style furniture or soft play units for children to learn to pull themselves up, or enable staff to hold babies comfortably while feeding. Older children use the resources and space available to them confidently. They express their imagination well in role-play and in artwork. For example, children create crowns from card and tissue paper selecting their favourite colours and style. Staff expect children to be independent whenever possible, and direct them to where the materials are stored. Children use their play materials creatively, for example, to 'write' lists using small world figures as the paper and pen. Staff give good guidance to children on how to care for themselves throughout the day. They encourage children to zip up their own coats or change their shoes if possible; they show sensitivity when helping children to manage toileting for themselves and will use the child's own resources, brought from home, to ensure children feel more settled and secure.

The staff team have a secure understanding of how children learn and keep detailed records of each child's development towards the early learning goals. Children enjoy continuous provision, which staff plan and review on a weekly basis. The staff team identify children's interests and capably adapt activities with these in mind; children enjoy a wide range of experiences, which cover each area of learning. The children predominantly lead the activities; adult led activities are included in the daily routine appropriately to ensure more able children are extended and not disadvantaged by the presence of the younger children. For example, children may be grouped separately for stories, which enables them to listen attentively and take part in the story telling. Children do activities related to problem solving and use of numbers in smaller groups or on a one-to-one basis with staff. Older children are becoming competent in identifying number labels and correctly find the corresponding number of pegs. They use keyboards and interactive toys, and simple tools such as magnifying glasses to develop their own

play. Staff support children's individual learning well; they provide resources and attention for the children whenever these are needed.

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?	3
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.

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.