

Moor Lane Work Place Nursery

Inspection report for early years provision

Unique reference number	EY281039
Inspection date	26/11/2008
Inspector	Margaret Coussins

Setting address	Castle Hill Primary School (Upper Site), Moor Lane, Chessington, Surrey, KT9 2AA
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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

Moor Lane Workplace Nursery operates from four rooms in a former classroom annex in the grounds of the now closed Moor Lane Junior School. It serves the local area with places for 22 children from three months to five years and is registered on the Early Years Register. There are currently 22 children on roll including five who are under two. The group opens five days a week all year round apart from Bank Holidays. The nursery operates from 08.00 until 18.00 and all children attend for the full day. A total of four full time and three part time staff, two who job share, work with the children. The manager is qualified to level 4 and has a BA in early years education and childcare. The deputy and two other members of staff are qualified to level 4, two others to level 3 and one to level 1.

Overall effectiveness of the early years provision

The overall effectiveness of the nursery provision is good. It is well led and managed and apart from one omission regarding risk assessment, meets the welfare requirements of the Early Years Foundation Stage (EYFS). The use of the outdoor area is not included in the otherwise good planning, which ensures children have a good range of positive learning opportunities that enable them to make good progress. The provision promotes inclusive practice well because individual needs are recognised and valued by well-qualified, well-informed staff. There is good capacity to improve as provision is continually monitored and evaluated by all staff as part of its good self-evaluation process. Recommendations from the previous inspection have been met.

What steps need to be taken to improve provision further?

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

- include use of the outdoor area in planning activities for children's learning and development

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the risk assessments undertaken are formally recorded (documentation)

19/12/2008

The leadership and management of the early years provision

The setting is very effectively managed and runs very smoothly on a day-to-day basis. The manager has created a well-qualified, strong staff team who are fully supported in attending regular training to update their skills and knowledge. Team meetings take place on a monthly basis for sharing information and reviewing the quality of what is offered to children, ensuring continuous improvement. Children

are well protected through the management and staff's knowledge of safeguarding procedures. Policies and procedures, records and documentation are well organised and provide a secure basis for how the setting operates and good care for children in a safe, inclusive environment. Risk assessments, although conducted with rigour are not formally recorded. All other required policies and requirements are well established and these are shared with parents. Robust procedures ensure staff are suitable to work with children. Three staff have up to date first aid training and one is always on the premises. Parents now sign a record of any medicine given to their children. There is a strong partnership with parents, who particularly appreciate the quality of the information and feedback they receive. The partnership contributes significantly to ensuring the care and welfare needs of the children are well met. Staff constantly and imaginatively seek to further develop this partnership to benefit children's learning and development. The views of parents are actively sought through a parent steering committee and questionnaires and views are acted upon. For example, providing a more substantial snack towards the end of the day. There is good communication with other providers and schools. All local EYFS providers meet once a term and the nursery provides an excellent transition review for the next provider which covers the six areas of learning and development. There have been positive improvements in the observation and assessment procedures and the learning and development requirements of the EYFS have been fully implemented.

The quality and standards of the early years provision

Children are happy to attend and feel safe and secure because of good, trusting relationships between staff, children and parents. They are made to feel welcome when they arrive and confidently engage in familiar routines including saying 'Good Morning' to Bubbles the rabbit. Their independence is encouraged as they change their own shoes and make choices for their breakfast. A good range of age-appropriate activities is made available to children and they quickly become involved in an activity of their choice, sometimes playing on their own and at other times supported by an adult. Children enjoy healthy food at mealtimes and develop good social skills as they sit, eat and chat with staff and each other. The older children understand the need to wash their hands before eating and the routine for this is well established and supervised. Staff have a good understanding of the curriculum for young children and their personal needs and progress towards the early learning goals is supported very well. They know the children very well, their starting points and next steps through good assessment and observation, which ensures that each child's needs are being met. Activities are planned to meet the children's interests, likes and dislikes and are clearly related to the six areas of learning for children of this age. Planning however, does not include the use the nursery makes of the outside area. There are regular opportunities for physical activity. Children are aware of the impact of physical activity on their bodies. One child said, 'If I run hard I get puffed out and it booms fast inside.' They use numbers and counting in a range of ways. Children enjoyed learning about people who help them and talked with enthusiasm about a visit by police officers. Social skills are seen as very important and the effective interaction and relationships formed with staff and each other promote and develop their confidence and self-esteem. As a result of friendly relationships with each other and adults, children

behave well. They play together harmoniously and understand the need to be fair and take turns to use different equipment. Older children are very aware of the well-being of the children under two and, for example, always make sure they shut the gate on the entrance to the Baby Room.

Lunchtimes, when the children sit with their key person, provide a splendid opportunity for children to develop personal, social and emotional skills. Children's safety and welfare is promoted very well at all times. In the Baby Room, due regard is given to the disposal of nappies and staff wear apron and gloves. All comments made by parents regarding their children's needs are recorded in a log book on a daily basis which ensures that staff are constantly aware of any changes in circumstances or requirements for the children's well-being.

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

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.