

Woking Day Nursery

Inspection report for early years provision

Unique reference number	EY286042
Inspection date	26/01/2009
Inspector	Amanda May
Setting address	C/o David Lloyd Leisure Club, Westfield Avenue, Woking, Surrey, GU22 9PF
Telephone number	01483 712910
Email	
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

Woking Day Nursery is a multiple provision which re-opened under new management in 2004 and is one of 111 nurseries and crèches owned by Asquith Nurseries Limited.

It operates from four rooms within two areas of the David Lloyd Health and Fitness centre in

Woking, Surrey. The setting is registered to provide care to children on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The nursery is open 5 days a week 08:00 until 18:00. The crèche is open up to 6 days a week 09:00 until 17:00 Monday to Friday and 09:00 until 13:00 on Saturdays. Children attending the crèche may stay for a maximum of 4 hours.

All children share access to a secure enclosed outdoor play area and children attending the nursery also use the sports court and soft play area at the Fitness Centre. There are suitable kitchen areas, toilets and changing areas and a separate sleep room in the crèche. The provision serves members of the fitness centre and families from the local community and surrounding area. There are currently 84 children on roll in the early years age group. The provision has approximately 67 children on roll in respect of the compulsory and voluntary parts of the Childcare Register. The setting supports children with learning difficulties and disabilities and those who speak English as an additional language.

The provision employs 28 members of staff. Sixteen of the staff, including the manager, hold appropriate early years qualifications, with one member of staff currently undertaking study to gain Early Years Professional Status. Five other staff are working towards a qualification. The setting receives support from advisors from the Early Years and Childcare Service and other professionals.

Overall effectiveness of the early years provision

Children enjoy their time attending a warm and welcoming provision which caters for their individual needs. Staff offer attentive support and care to children of all ages and children enjoy staff input into their play.

The manager of the setting is proactive and staff have development plans to ensure that continuous progress can be made in areas identified as those which would benefit from some adjustment.

The provision currently provides care to children who have learning difficulties and disabilities and those who speak English as an additional language. Staff work with other professionals to provide good levels of support to cater for each child's individual needs.

What steps need to be taken to improve provision further?

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

- develop opportunities to ensure that babies and children attending during afternoon sessions receive a balanced range of activities delivered through indoor and outdoor play
- support staff in reassessing the changing needs of children in response to spontaneous activities, for example ensuring resources are well spaced to encourage children to remain stimulated and focused in their play and learning
- ensure records relating to accidents and the administration of medication are shared effectively with parents and that records are stored securely.

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

- ensure a daily record of the names of the children looked after on the premises is maintained including accurate details of their times of arrival and departure from the setting (Documentation).

30/01/2009

The leadership and management of the early years provision

Staff work very well together to provide effective care and learning opportunities for the children who attend. Regular staff meetings and staff appraisals ensure that children are provided with a consistent level of care and support. Training opportunities are offered to all staff to help their development and the current staff base is highly qualified. As the setting is part of a large chain of nurseries and crèches, additional support is provided to encourage improvement and staff are eager to develop their individual roles within the setting. Written policies and procedures are in place which are displayed on the walls for parents to see and staff are able to access these freely as required. Staff are generally well deployed to support children in their play and procedures are in place to ensure relevant documentation is stored confidentially. However, current procedures for ensuring the times that children attend the setting are weak in some rooms and staff do not always ensure that details of the time children leave the setting are accurately recorded. This could compromise children's safety in an emergency.

Staff demonstrate a secure awareness of risk assessment and are able to identify potential hazards within the provision and minimise these effectively, such as through quickly clearing up spilt sand to minimise the risk of slips and falls. If an accident does occur at the setting staff are quick to comfort children and record details of each incident. However, procedures to ensure parents sign to acknowledge these injuries are sometimes over-looked. Medication records are also maintained when medication is given by senior staff members, however, as parents do not consistently sign to acknowledge medication has been given to their child it is unclear if they have been well informed. Staff do demonstrate a sound understanding of the procedures to be followed if they had concerns about a child in their care and the manager demonstrates a clear awareness of her role

in sharing information where required with other agencies in order to protect children from harm.

Staff regularly review their practice as a nursery as well as being encouraged to review their individual performance. This type of evaluation ensures that good levels of progress are made and that children's individual needs are reflected within the care provided. Parents as well as children are encouraged to evaluate their experiences and parent comment forms are regularly completed and reviewed. The setting also adapts its service to work alongside other professionals, particularly to support children who have learning difficulties and disabilities. Secure relationships are well established with other agencies and a key person system ensures that staff are very aware of children's needs and ways of ensuring that these are effectively supported.

The quality and standards of the early years provision

Staff are attentive and ensure children are provided with a warm and welcoming environment which they can explore freely. Their independence and self-esteem is promoted through their work being displayed around the room and as staff praise children for joining in as they sing songs whilst signing the actions together. Babies respond well to their key person and watch staff intently as they sing them songs whilst they gaze up into their eyes. Older children's language skills are supported through encouragement of children making up their own stories and through sitting down with a member of staff to look at books together. Babies and children practice early mark making as they make patterns in the sand with a variety of objects. They also respond well to exploring the hanging objects around the room, gazing into reflective CDs and being encouraged to recognise their facial features.

Staff support pre-school children very well in their learning and development. Children are provided with challenge and are encouraged by most staff to problem solve and learn about the world around them as they make their voices echo by speaking into a barrel in the garden area. There are opportunities for children to access a variety of resources to encourage their development in all areas of learning and children are making good progress as a result. Opportunities for children to develop their awareness of the wider world are explored within all age groups with children bringing in family photographs which are displayed within family boxes, wall displays and small booklets for babies to explore. Children are encouraged to share their photographs with other children and begin to talk about their different home lives and experiences. Staff deploy themselves well in most instances to support children in their learning. However, some spontaneous opportunities for younger children to make progress are not always effectively identified and supported by all members of staff.

Staff spend time making detailed observations of children during their play and use these to ensure planning provides activities which will interest each individual child. Activities are well evaluated and staff are secure in their knowledge of the Early Years Foundation Stage framework to ensure effective challenge and ensure children remain stimulated and interested in the activities on offer.

Children's health and well-being is encouraged through the provision of rolling snack times for children, with babies individual routines being successfully catered for. Children enjoy the opportunity to use the outside tennis courts and indoor sports hall and soft play areas on occasions, with the garden area being available for all children to use at varying times of the day. Staff and the manager at the setting have identified this as an area which they would like to develop and plan to involve the children in this fully. Staff also identify that babies and younger children who attend afternoon sessions do not always have a chance to use the outside area on a daily basis and plan to ensure this is addressed to support all children's physical development and access to learning in an outdoor environment. Secure friendships are in place between children and staff and children's self-esteem is enhanced as a result. Children eagerly help their friends to find their book which they brought in from home and babies show interest as they explore different resources with their friends.

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?	3

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?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
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

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.