

West Downs Day Nursery

Inspection report for early years provision

Unique reference number 110335
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Inspector Loraine Wardlaw

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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

West Downs Day Nursery opened in 1998 and is part of the Child Base chain of nurseries. Child Base Ltd is an independent company, which was established in 1990; it currently owns and runs 35 nurseries across the country. West Downs Day Nursery is situated within the university grounds of West Downs student village, in Winchester, Hampshire. The accommodation is single storey, purpose built and the children have access to a large enclosed garden.

The nursery is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register for 68 children under eight years. There are currently 107 children on roll, under five years, some of whom receive funding for nursery education. The children are grouped in four different areas according to their age and stage of development. The nursery supports children with learning difficulties and/or disabilities and children for whom English is an additional language. The nursery is open from 08.00 until 18.00 every day for 52 weeks of the year. It provides full and part-time places for the children of staff and students at the university and also for working parents in the surrounding urban area.

There are currently 17 staff who work with the children, 14 of whom hold a relevant early years qualification. There are two members of staff working towards relevant qualifications. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children have an enjoyable and fun time in the colourful, welcoming and safe environment where staff and management meet their welfare needs with success. A particular strength of the setting is the good use of the indoor and outdoor environment allowing free-flow play across all age groups. The caring and sympathetic staff offer children active, practical learning experiences. However, their interactions often lack challenge, particularly in the older age groups, because they are not yet knowledgeable about each child's individual stage of development in the six areas. Children with learning difficulties are supported appropriately and children with special dietary needs are met well. Good systems are in place to evaluate the setting's strengths and areas for improvement, but recent staff changes is having an impact on staff development with regards to children's learning and development.

What steps need to be taken to improve provision further?

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

- develop staff knowledge and confidence to enable them to effectively support and extend children's problem solving, reasoning and numeracy in everyday activities and the routine
- develop staff's skills to enable them to effectively assess their key children's development across all areas and implement their next learning steps by

- consistent, quality interactions
- ensure staff are fully aware of a child's level of development in all areas when they make the transition into a new room, by ongoing discussion between the staff and making sure records reflect each child's ability and starting points

The leadership and management of the early years provision

The good organisation of the nursery means that it runs smoothly on a day-to-day basis. Top management have effective contingency arrangements in place to ensure that in the absence of the manager and deputy, children's safety and happiness is not compromised. Good policies and procedures are followed by the staff to ensure children's care and welfare needs are met well. For example, staff follow effective nappy changing procedures with their key children as much as possible and consistently think about how to keep children healthy and safe. Many systems are in place to monitor staff performance, such as regular reviews and action plans for each room. Staff respond to regular management questionnaires to ensure care is maintained to a good level, such as 'What do you do to keep children safe?' and encourage them to consult the older children on safety issues. However, these systems of monitoring are not yet having an impact on raising the quality of staff interactions and improving their knowledge of child development matters. Also, the transfer systems when a child moves to another room are not effective, because records are not consistently up-to-date with children's current attainment levels or passed on and discussed with the new team. Staff take part in a lot of in-service training with good emphasis on important matters, such as child protection, health and safety and behaviour management, which means they are knowledgeable about these aspects of care. However, more training is needed on children's development and assessment. The robust self-evaluation processes mean that top management are aware of the setting's strengths and the areas for improvement. The nursery works in partnership with its parents well; lots of information is available to parents about children's care and education throughout the nursery, on wipe boards in each room and on the parents notice board in the foyer. 'All about me' forms completed by parents ensure that staff are able to get to know the children a little when they start and monthly observations include parents comments. Very approachable staff and management ensures that there is a good flow of information between home and nursery; these include day-to-day chats, information sharing at inductions, room moves, parent evenings, stay and play sessions and regular newsletters. Parents and children are consulted about the provision through questionnaires and pictures, which are all positive. Management and staff keep the premises safe and inviting to children; rooms are bright and very child-friendly with art work and resources displayed at child height. Risk assessments are up-to-date and there is a good emphasis on safeguarding children; there is a three-way daily attendance check and staff are knowledgeable about the child protection procedures because they undertake mandatory training in their first week of induction. Sleeping babies are regularly monitored because staff carry a timer to remind them to check them.

The quality and standards of the early years provision

Across all age groups babies and children are happy and enjoy accessing the very child-centred environment; there is good emphasis on child-led activities with colourful toy resources and play areas attractively laid out for them. They are able to make choices about their play whether it be indoors or outdoors, which effectively promotes their independence and social skills. Key staff are on hand to play alongside and support the children; they are kind and positive in their interactions, but need to get to know each child's individual development better to challenge and extend their learning consistently in all areas, but particularly in the area of problem solving, reasoning and numeracy with the older children. Although there are opportunities for the older children to recognise numerals and count during activities, such as completing a computer programme, promoting this area of learning in the daily routine and play does not come easily to the staff. Babies individual care routines are adhered to well by their key worker. Babies and young children gain a lot of enjoyment from books. The babies love to look at and vocalise about their home-made family picture books, sitting cosily on the cushions; one to two-year-olds enthusiastically sit and listen to the story sack book 'Yawn like a hippo' and hold onto the plastic animals that feature in the book. Under two's are developing well physically because they have lots of space to move around and practise their skills; a child who has recently reached the walking milestone enjoys the freedom of walking around outside, in and out of the older children. They enjoy taking part in creative activities daily, such as 'gloop', free painting and collage, exploring colour and different media, sitting on low furniture specific for their needs. Under two's take part in regular heuristic play in a separate, quiet room, which gives them an opportunity to really explore and experiment with different materials, such as beads, plastic bottles, tins, wooden spoons and lollipop sticks. Staff observe the children formally every month, but more informal observation and assessment is needed to build up the staff's knowledge of development matters and to be able to effectively tune into individual children's capabilities. Each child's learning journeys do not reflect each child's level of attainment because staff have not recorded their starting points and do not consistently update them. Over two's take part in building with soft play shapes and small world play indoors and mark make outside with chalks, but staff do not consistently ask open ended questions, encourage children to think critically or express ideas or knowledge. Over three's happily engage in their play activities, some of which is adult-led. They make cards for Easter, talking about the different patterns they could make and write emergently inside for their parents. Children are involved in growing projects; they put beans in wet paper towels and cups, but the activity is very directed by the adult with little discussion and extension of knowledge. All age groups care needs are met well; they enjoy social, family mealtimes, eating nutritious well balanced meals. Older children help serve themselves and one-year-olds who relish their food get second helpings. Those with special dietary needs are well catered for and those who refuse to eat are given an alternative. All children are learning good personal hygiene routines because the staff talk about the importance of hand washing and getting rid of the germs, especially before eating. Staff use individual tissues for children with colds and older children talk about 'not coughing in peoples faces'. Children are allowed to take risks within the very safe environment; toddlers climb in and out of tyres

and older children learn about hazardous areas, such as drying the wet slide before using it. All children enjoy the weekly 'stretch and grow' sessions. They learn about their bodies and the importance of physical exercise from an external teacher who engages children's interest well and provides good challenge, differentiating for all age groups.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
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?	3
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?	3
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?	3

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 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.