

Circles Nursery

Inspection report for early years provision

Unique reference number EY371197
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Inspector Elaine Douglas

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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

Circles Nursery opened in 2002 and was re-registered by Somerset County Council in 2008. It is part of the Children's Centre which has family services that operate from separate premises. The nursery operates from a self-contained unit which can be accessed via a ramp. It is within the grounds of Halcon primary school in Taunton. It consists of open plan play rooms, one of which is equipped for babies, two offices, a staff room and a parents' room. The nursery has a fully enclosed outside play area and occasional use of the school playground. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 36 children may attend the nursery at any one time. It serves the local and surrounding area, and many children go on to attend primary school.

The nursery is open each weekday from 08.00 to 17.30 all year. There are currently 63 children from four months to four years on roll. The nursery employs 11 members of staff. One of the managers holds a level 6 qualification and is currently on secondment as the Lead Centre Officer, the other holds a level 5. Five staff hold level 3 qualifications and three hold level 2. Of these, two are working towards a level 3. The nursery is supported by an Early Years teacher with Early Years Professional Status, an administrator and relief staff. The nursery has very close links with the school and the local community.

Overall effectiveness of the early years provision

The management team have highly effective systems to continually evaluate the provision and identify ongoing improvements. Committed staff constantly update and increase their knowledge through in-house training and research. This supports them in ensuring exceptional outcomes in children's learning and development. The excellent partnership with parents and links with the community significantly enhances children's welfare. This ensures an inclusive provision, where each child's uniqueness is valued. Children are skilfully supported in developing a positive contribution and provision for their emotional well-being is excellent. Their safety is given highest priority, and most procedures keep children healthy and promote their awareness of good practices.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensuring that through staff supervision and daily practices children's good health is always promoted

The leadership and management of the early years provision

The strong leadership and management of the nursery has an excellent impact on the outcomes for the children. The Early Years teacher provides pedagogical support and regular performance monitoring identifies any development needs. Ongoing improvements are given high priority and in-house training enables practitioners to have time for reflection. For example, recent training provided opportunities for staff to identify and discuss what is 'good quality' provision for children. The curriculum and children's development records are monitored as a team, which provides a consistent approach to promoting children's learning and development. There are excellent links with the school, which include looking at common areas of improvement and sharing good practice. Liaison with other agencies ensures cohesive support and care for all children.

Children are safeguarded through excellent security and constant supervision. Robust procedures are in place to monitor child protection issues and all staff receive training. Excellent risk assessments are carried out to ensure the premises, equipment and outings are safe at all times. A summary report highlights any concerns from records of accidents and actions are set to minimise any risks. Staff value, listen to and empower children, they provide exemplary role models and so children learn to do the same and build sensitive relationships. The nursery principles are embedded in the day-to-day running of the setting, for example, recognising and catering for individuals, listening to each other and believing that everyone has the right to be an active member of the community.

The whole ethos of the setting is that parents are central to children's well-being and development. Staff recognise that parents provide vital information about their child as a person and have a wealth of knowledge about them. Home visits are used as an essential part of understanding the children. Parents have excellent opportunities to attend workshops where they can gain information on schemas, using videos and what they can do at home to support their child. They are actively encouraged to make home observations and share them with their child's key person. All information is available in different formats to ensure it can be accessed by every family. Informal coffee mornings and an open door policy ensure parents are confident in the nursery environment.

The quality and standards of the early years provision

Children of all ages have very good access to the wide range of developmentally appropriate resources, which are well organised to provide a highly enabling environment. For example, children select musical instruments from a cupboard and explore different ways of using them. This is extended outside by staff providing drum sticks and children drumming on different objects to create different sounds. Consequently, children are highly motivated and display high levels of concentration at their chosen activity. Their imagination, creativity and critical thinking is enhanced through staff listening to them and enabling them to express their own ideas and carry them out. Babies and toddlers have their own area with soft furnishings, treasure baskets and low level resources. However, the

more mobile and confident toddlers are able to access the whole play room under supervision. This means that they make the decision when they are ready to explore and be involved in the older children's activities. The very effective key person system ensures that all children are included, monitored and supported. This impacts on children developing high self-esteem and excellent dispositions for learning. Staff have responsibility for specific learning areas so are clear about the learning intentions. They know the children very well and provide appropriate challenge to ensure each child's continued development.

Children of all ages benefit from the warm, caring interaction from staff. They ask excellent open-ended questions, such as 'what do you think that can be used for?' They have a superb awareness of children as active learners and are extremely confident in promoting children's learning through first hand experiences. Children have 'free flow' access to all areas both inside and outside, which enhances the development of children who prefer the outside, as well as providing a greater range of activities. For example, children use a piece of drainpipe to negotiate getting water from one place to another. Staff are skilled in observing children to identify their interests, possible next stages of development and schemas, which are possible patterns to children's thinking. Regular observations and annotated photographs are dated and cross-referenced to show progress towards the early learning goals. This very thorough documentation is used to ensure the planning supports every child's individual learning pattern. Children enjoy looking at their photographs and learning stories, which provides opportunities for them to revisit their experiences.

Children sleep, rest and are changed according to their own individual needs. Older children develop some good practices which promote a healthy lifestyle. They make choices as to whether to play outside and when to have their snack. They select from nutritional choices, such as milk or water, fresh fruit, raw vegetables and malt loaf. They independently wash their hands after using the toilet and before eating. However, some do not use the paper towels provided but wipe their hands down their clothes or on the towels meant for cleaning up spills. Tissues are made available throughout the nursery but some runny noses go unnoticed by staff. Very effective systems ensure that a good supply of first aid equipment is easily accessible and parental consent is sought for emergency advice or treatment. All necessary documentation with regard to medication and accidents are well documented. Younger children are protected from cross contamination through thorough nappy changing procedures, having their own bedding and by no outdoor shoes being worn in their area.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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.