

West Wight Nursery

Inspection report for early years provision

Unique reference number

EY376941

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Inspector

Coral Hales

Setting address

Summers Lane, Totland, Isle of Wight, PO39 0HQ

Telephone number

01983 752175

Email

janet@stsavioursrcpri.iow.sch.uk

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 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 Wight Nursery registered under new management in 2008. It is managed by a company limited by guarantee and is a charitable trust. The nursery operates from its own purpose built premises in the grounds of St Saviours Primary School, Totland, on the Isle of Wight. Children have access to enclosed outdoor play and nature areas. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

A maximum of 72 children may attend the nursery at any one time. It is open for 50 weeks of the year each weekday from 07.45 to 18.00. Within these hours a breakfast and after school club operate in school terms and a play scheme runs in the school holidays with the exception of Christmas. There are currently 92 children on roll with an additional 50 children attending the out of school care. The nursery currently supports children with English as an additional language and those who with learning difficulties and/or disabilities.

There are 15 members of staff, 14 of whom hold appropriate early years qualifications and one continues to work towards a qualification. Four staff are currently working towards a Foundation Degree and the manager is completing her degree in Early Childhood studies.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Strong and effective links exist between providers, parents and other agencies who all work together to ensure children's needs are met and that no child is disadvantaged in any way. This means that all children make excellent progress, given their age, ability and starting points. The ongoing self-evaluation and reflection by the manager and her staff ensure that the nursery is constantly evolving to cater for the ever changing needs of the children who attend.

What steps need to be taken to improve provision further?

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

- continually looking for ways to further improve the already high standards of the learning and care offered

The leadership and management of the early years provision

Those in charge have exceptionally high aspirations for quality which is evident through ongoing improvement. There is a common sense of purpose between the adults who work together. The setting is exceptionally well organised with all required policies and procedures in place. These are effective and inclusive for

those children who attend and are available to, and understood by, all parents, staff and other adults who work with the children. The high adult to child ratio means children have plenty of adult support when needed. Highly effective systems lead to improvement. The self-evaluation systems used reflect rigorous monitoring and clearly identify what the setting does well and what it needs to do to improve. As a result actions taken are well targeted and bring about sustained improvement to the early years provision. Staff are committed to ongoing professional development and regularly attend training to enable them to better support children's welfare and learning.

Staff are proactive in building positive relationships with families and regular exchanges of information take place and this ensures that staff are able to take account of children's learning at home. They value the diversity of individuals and communities and are highly effective in ensuring that all children are well integrated and achieving as much as they can, and in overcoming barriers which could prevent this. Therefore, the needs of children with learning difficulties and/or disabilities, and English as an additional language, are met extremely well. Effective settling in procedures and home visits help the children to adjust to their new surroundings. The staff have established excellent links with the school and other providers and work closely with outside support agencies.

Arrangements for safeguarding children are robust, regularly reviewed, carefully managed, and understood by those who work with the children. All staff are aware of their responsibilities and roles in relation to keeping children safe within the nursery and when on outings. Thorough and effective and detailed risk assessments are in place for the premises and for any activities that are planned to take place within the grounds and these ensure the safety of the children. The staff are vigilant about children's safety throughout the day and this enables children to play safely whilst being well supervised and supported.

Very effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate child agencies. Staff have a very clear understanding of child protection and implement the policies appropriately.

The quality and standards of the early years provision

Children are happy and excited and show a positive and interested attitude to learning and are purposefully engaged throughout the day. Relationships are excellent and children enjoy close contact with caring adults and with their peers. Well labelled displays of children's artwork and photographs of activities help to create a vibrant, welcoming environment for children, parents and visitors. Resources are excellent and plentiful and are well organised in low-level units throughout the premises.

The staff team are well qualified, motivational and enthusiastic and have extensive knowledge of how children learn and develop and this allows them to plan an exceptional range of experiences for the children. Regular dialogue between staff and other key adults ensures that each is fully aware of the next steps for each child. Thorough and accurate assessment records are completed and these enable

staff to build on children's interests and abilities and use this knowledge to inform the planning for future learning. Consequently, children show high levels of concentration and interest when taking part in chosen tasks. For example, they enjoy visiting the pet area learning how to care for the rabbits and guinea pigs, and are confident when choosing from the activities on offer, all of which are exciting to them. Children's knowledge of technology is developing extremely well and they are becoming skilled when using the keyboard and interactive white board. Attractive displays such as butterflies created as children learn about symmetry, encourage them to re-visit their learning.

One of the greatest strengths of the setting is the use of the large copse at the rear of the nursery. This is a wonderful, natural environment and features of the landscape are planned to stimulate children's interest. For example, the children sit around the fire pit, some rubbing sticks together to show how to start a fire, others just sit and watch and offer advice, such as, 'You need to blow on the sticks'. The children can use this area in all weathers as there are outside classrooms for them to use. They can observe nature closely and listen for birds, look for badger sets and enjoy physical play in the woods. Children use their very good communications skills well to share their ideas and talk about events special to them, for example, one explained how she had recently seen a hawk near to her car. Children of all ages love to listen to stories and books are well promoted throughout the nursery. In the preschool children join in with enthusiasm when asked a question, for example, 'What is a reflection?' to which they immediately respond with 'It's like looking in a mirror'.

Children in the baby and toddler units are actively involved in their play, confidently selecting and exploring the resources with their senses. They really enjoy being in the sensory room, some walking amongst the fibre optic strands, others watching bubbles in the tube. Very young children are fascinated as shapes are projected onto the wall. Children experiment with craft, sing along to songs, play with dolls and use good quality equipment to develop new skills. Staff are very supportive and children make exceptional progress within a stimulating, safe and secure environment. Home routines are followed in consultation with parents and key workers complete daily diaries for the younger children and these effectively share care issues.

Children move freely into the immediate outside areas where staff have created a stimulating, interesting and fun environment. Therefore, children's continuous learning is promoted effectively and this encourages them to take part in different activities and enjoy the benefits of fresh air. Children's health is well promoted and healthy snacks are provided by the nursery and all children have access to drinks in suitable containers throughout the day. Regular routines ensure that children develop suitable self help skills and hands are washed as necessary. The health needs of the younger children are well met by attentive and caring staff. Mealtimes are a valued part of the day and children sit together with staff to enjoy the meals provided by parents.

Successful methods are used to manage behaviour, with clear boundaries set. Children are encouraged to take turns and to share equipment and their social skills are promoted well. They are polite and respond exceedingly well to praise

from the staff. Children learn how to keep themselves safe as they, for example, take part in fire evacuations and through listening to staff when moving around the nursery and garden.

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?	1
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

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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