

Pathways Day Nursery Henley-in-Arden

Inspection report for early years provision

Unique reference number EY364432
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Inspector Christine Pollitt

Setting address Henley-in-Arden Community Primary School, Arden Road,
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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

Pathways Childcare Centre at Henley-in-Arden is one of five settings run by Pathways Nurseries and Childcare Centres Ltd. It operates from a separate building on the grounds of Henley-in-Arden Community Primary School, and is on the Early Years register, and the compulsory and voluntary parts of the Childcare register. A maximum of 22 children may attend the setting at any one time.

The nursery and out of school club opens five days a week for 48 weeks of the year from 07.45 to 17.30. All children have access to a safe and secure outdoor play area with full disability access. In the nursery there are currently 38 children on roll, of which 26 children receive funding for Early Years education. In the out of school club, there are currently 27 children on roll, of which seven are in the Early Years Foundation Stage. The setting serves families and children in the local community and surrounding areas and employs five members of staff who hold appropriate early years qualifications. It works closely with the school, and receives support from an Early Years advisory teacher and the Inclusion Disability Service. It supports a number of children with learning difficulties and/or disabilities.

Overall effectiveness of the early years provision

This is a good setting which makes sure that children make good progress in their learning. The inspirational manager ensures that all staff work closely together to share good knowledge of each child's needs, and to maintain excellent welfare provision so that children are extremely secure at all times. The outstanding partnership with parents, the local school and other agencies is a key strength and contributes significantly to ensuring that the needs of all children are met, and they get any additional support they need. The setting's excellent capacity to improve is secured by outstanding leadership, which promotes inclusive practice extremely well and is committed to continuous improvement.

What steps need to be taken to improve provision further?

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

- increase the involvement of key persons in using their assessments of individual children to plan the next steps in their learning

The leadership and management of the early years provision

The standard of care is exemplary. The required policies and procedures including safeguarding are up-to-date, and sufficient checks are carried out on all staff to ensure there is no reason that they should not be employed to work with children. The staff are extremely alert to all issues of health and safety and have robust procedures for important practices such as administering medicines.

This is a good provision for out of school childcare and Early Years Foundation Stage provision, with some outstanding features. It is effective at making sure that the children make good progress in relation to their starting points. Each adult is a 'key person' for a group of children, and has good knowledge of their individual strengths and weaknesses. Although all adults assess all the children, the manager is responsible for planning. This results in the assessments not always being used as well as they could be to plan the next steps in each child's learning. Planning shows a very clear focus on children's interests. Adult-led activities, for example stories, letters and sounds, and counting activities, are clearly identified. Adults monitor carefully the progress of individual children and keep clear records in each child's 'Learning Story'. Parents enjoy being included in their child's learning, especially the chance to take 'Archie the Alligator' home for the weekend, and to record his activities in a diary using pictures and prose.

Regular good quality self-evaluation by the manager, and increasingly the staff team, ensures that priorities for future development are promptly identified and acted on, resulting in a service that is responsive to the needs of all its users. Self-evaluation takes into account the views of the children, parents and carers and other agencies. It is effective in identifying strengths and weaknesses and planning actions that lead to improvement. There is a strong commitment to inclusion, and parents are very appreciative of the high quality support the staff provides, particularly to families of children with learning difficulties and/or disabilities.

The quality and standards of the early years provision

Children make good progress in their learning because adults look after them extremely well and the provision is good. Relationships are excellent and children are made to feel valued and secure. The good quality of the building and the resources contributes well to the raising of children's achievement in all the areas of learning and the outstanding provision for their welfare. This is especially apparent in their ability to be healthy and safe. They play together extremely well, which contributes to the development of their strong social skills and they are very well prepared to start school. They are keen to be involved in fund raising, and contributed their own toys to a recent 'Toys for Turkey' appeal.

The variety of activities to develop the six areas of learning is good and children are able to use their imagination and develop all their skills both inside and outdoors. The children have an excellent understanding of the rules of the group and are very aware of staying safe around other children. Their behaviour is exemplary. There is an excellent quiet room where children can relax in the out of school club, or have an opportunity to do their homework. This room is also popular during the day, and is sometimes used for short teaching sessions.

The very well-resourced outdoor area is carefully laid out with children's learning imaginatively planned for. Children are learning to use a range of tools with great skill, enthusiastically chalking on the ground with large chinks, and planting seeds for the garden centre. They choose to gather under the gazebo to look at books, and request stories be read by an adult. They show excellent levels of attention, concentration and enjoyment. Role-play areas include a garden centre to build on

their knowledge and understanding. Children spontaneously decide to wear their safety jackets to work in the garden. There are various activities, both inside and outdoors, linked to the garden centre such as looking carefully at runner beans and painting flowers. Children learn about letters and numbers through many short teaching sessions, and are developing good speaking and listening skills because all of their carers talk to them whenever possible. Understanding of how to stay healthy is evident at the flexible cafe time when they independently choose and prepare a good variety of healthy snacks. They develop excellent social skills as they sit together in friendship groups to chat whilst they eat. They are very able to stay safe in the secure outdoor area where they develop good physical skills using the large toys and climbing equipment. The setting provides well for physical activity with an adventure playground, but there is less space for wheeled toys and bicycles. Children enjoy choosing from musical instruments, a digital camera, a computer, and a variety of remote controlled toys. The children love to explore their natural environment on 'Wellie Wednesday' and photographs show the activities they enjoy together, such as climbing up and over the mount.

Children are all keen to engage with their activities in this very welcoming, secure and exciting environment. Colourful children's work is displayed attractively, and reflects their keen interest in the world around them. Children are very confident, independent and spontaneously select their own resources to investigate their environment. Adults interact effectively with individual children and groups to develop language, knowledge and understanding, and social skills.

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?	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?	2
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?	2
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?	2
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 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.