

Nestots Day Nursery

Inspection report for early years provision

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Inspector Carol Newman

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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 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).

Description of the setting

Nestots Day Nursery opened in 2003 and is operated by NESCOL Further Education Corporation. It operates from a purpose-built, single-storey building set within the grounds of NESCOL on the outskirts of Epsom and Ewell. Children are cared for in five separate areas according to age. Additional facilities include a fully enclosed garden and a separate baby outdoor area which is accessible for children's use at all times. The day nursery is available for the children of staff and students from NESCOL as well as the general public.

The nursery opens 50 weeks a year, from 08:00 to 18:00, Monday to Friday. It is registered to care for 54 children in the early years age group at any one time. There are currently 95 children, all in the early years age group, on roll. Children attend for a variety of sessions. The nursery supports children with additional needs and/or disabilities and those who speak English as an additional language.

The nursery employs 19 members of staff to work with the children. Of these, 18 members of staff hold appropriate early years qualifications and seven members of staff are working towards a higher qualification. One member of staff holds Early Years Professional Status.

The nursery receives support from the Surrey Early Years and Childcare Service. The nursery achieved the Surrey County Council Early Years Quality Assurance accreditation in March 2009.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children make superb progress towards the Every Child Matters outcomes and they enter the setting enthusiastically. Staff clearly recognise the uniqueness of individual children and they are fully inclusive in their practice. The nursery uses self-evaluation very effectively to continually develop the superb range of worthwhile activities currently on offer to the children. Children are well-served by the dedicated staff team who are passionate about the quality of the children's experiences. They thoroughly enjoy their time with the children.

What steps need to be taken to improve provision further?

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

- encourage children's understanding of healthy practices through the development of hand washing procedures in all rooms before snack time and after nappy changing
- ensure the cultures represented in the setting are taken into account when planning the festivals to be celebrated with the children.

The leadership and management of the early years provision

The managers work extremely hard to build a very strong, totally committed, well qualified staff team. Staff are encouraged to attend further training to develop their knowledge and skills for the children's benefit. All staff work together to provide exceptional care and learning for each child. Staff clearly identify the strengths of the provision and any areas they wish to develop through thorough self-evaluation and they have worked hard to achieve the local authority quality assurance accreditation.

All records, policies and procedures are very well organised throughout the provision and all resources are superbly utilised. Toys and equipment are imaginatively stored so that children can easily access them and as far as possible, wall displays and posters are at child height.

The staff team work collaboratively to identify the qualities of 'A Good Role Model' and the wall display is there as a constant reminder to them. Parents are kept very well informed of their children's progress and know there is an open door policy. They are extremely happy with the standard of care and education on offer to the children and are often asked to contribute their views through questionnaires.

Excellent links are encouraged with the local community. For example, staff from the schools the children will attend come to observe children in the setting. Managers are constantly looking for innovative ways to develop the care and learning and they have exceptionally clear targets in their action plans. Staff use tape recorders to gather children's views and plan to extend this activity.

Staff regularly update their training to ensure they have the most current knowledge of how to safeguard and protect the children. Superb records and risk assessments support children's safety throughout their happy, busy time at the nursery.

The quality and standards of the early years provision

Staff in all rooms plan and provide an excellent range of child-led, interesting activities, based on topics, that are tailored to children's interests. For example, children make flowers from a range of materials as they observe real examples and find flowers in a horticultural book. This ensures children move on in their learning at a good pace. Children have freedom to choose and they are very well occupied. Staff work as a team to continually develop their planning and observation methods and planning is clear and comprehensive.

All staff interact enthusiastically with the children to support their learning. For example, children are engrossed when recording their observations of the beans they are growing. They speak confidently into the tape recorder and listen intently when staff play the recording back. Staff ask open ended questions to make the children think.

All rooms are beautifully set up to incorporate activities based on all six areas of learning and resources are within easy reach. Children engage in activities such as jelly play, exploring floating and sinking using some natural and manufactured materials, memory games, finding dinosaurs in the sand, making 'frog spawn' from tapioca and joining in with team games in the outdoor area. Wall displays show that children are allowed to interpret activities for themselves and children develop a sense of ownership through good labelling and photographs. Yellow Room is a particularly fine example of a challenging, stimulating environment for babies. Babies have constant free access to an exciting outdoor area and older children use the main outdoor area whenever possible.

Children go about their daily business confidently and calmly and as a result their behaviour is exemplary. Developing children's autonomy is a real strength of this provision. Babies learn how to feed themselves and how to behave appropriately in a social situation. Older children learn how to put on their coats, follow the 'Code of Kindness' and attend to their personal needs. Children celebrate a wide range of festivals throughout the year. However, these are not always co-ordinated with the cultures represented in the setting to ensure children take pride in their cultural differences.

Staff compile 'Learning Journey Journals' that chart children's progress and spontaneous observations are made in the 'Catch as you can' books. Observations are also made of specific activities. This ensures staff gain a complete understanding of children's progress so that they can effectively plan their next steps.

Children with additional needs are superbly integrated into the setting. Staff encourage excellent relationships with external agencies and other provisions to ensure children's individual needs are very well met. Parents are given first-rate information about the setting and the Early Years Foundation Stage. They are kept very well informed of children's activities through the daily feedback books for babies and verbally for older children.

Excellent risk assessments ensure children's safety indoors and outdoors. Children learn how to keep themselves safe through regular fire drills, the code of conduct and learning about road safety. All staff have a good understanding of the procedures to follow should they have concerns about a child in their care. Children know they have to be careful when using tools and staff extend this knowledge through planned activities.

Children's good health is promoted through a healthy diet, although the breakfast menu does not offer sufficient choice. Children benefit from regular exercise in the fresh air and they learn how to grow vegetables and herbs in the nursery garden. Excellent visual prompts in the bathrooms help children to learn about healthy practices and children know to put their hands over their mouths when they sneeze. However, at inspection, the youngest children did not wash their hands before snack time and children were not encouraged to wash their hands after nappy changing. This does not encourage an understanding of the importance of good hygiene from an early age but overall, children are developing a good

understanding of how to lead a healthy lifestyle. All records that support children's health and well-being are very well-maintained.

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

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