

# Malthouse Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	199406
<b>Inspection date</b>	19/05/2009
<b>Inspector</b>	Nikki Whinton

<b>Setting address</b>	Malthouse Nursery, Charlton Park, Malmesbury, Wiltshire, SN16 9DG
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<b>Type of setting</b>	Childcare on non-domestic premises
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## **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

Malthouse Nursery first opened in 1987. It is registered on the Early Years Register. The provision operates from a building within the Charlton Park estate, near Malmesbury, Wiltshire. A maximum of 24 children may attend the nursery at any one time. The setting is open from 09.00 until 14.45 throughout the school term. The children have the opportunity for outings into the surrounding parkland.

The setting is registered to care for a maximum of 24 children within the early years age group at any one time. There are currently 34 children aged from two to under five years on roll. Of these, 29 children receive funding for nursery education.

The nursery employs four members of staff. Of these, three staff, including the manager, hold appropriate early years qualifications.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Malthouse Nursery offers an inclusive, stimulating, exciting early years environment, where each child is nurtured and treated as an individual. The longstanding, small, consistent staffing team knows each child very well, appreciates their differing needs and understands their varying home circumstances. The children progress because they are involved in carefully arranged, wide ranging, practical activities that offer them sufficient challenge, enable them to be creative, independent learners and support their progress towards the early learning goals. The staff understand the areas for improvement and have a good capacity to further develop the quality of the welfare and learning offered to the children.

## What steps need to be taken to improve provision further?

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

- ensure the register records children's actual hours of daily attendance
- develop the daily programme to ensure there is a balance of indoor and outdoor learning opportunities
- increase opportunities for parents to contribute their own observations of their child's achievements, in order to help inform staff assessments.

## The leadership and management of the early years provision

The leadership and management are well qualified and very experienced. They are reflective practitioners, who critically evaluate the nursery, have a good understanding of the group's strengths and have a genuine commitment to offering a provision of the highest quality. Through on-going self-assessments, visits from Wiltshire's early years advisors, involvement in the Bristol Standards

quality assurance scheme and yearly parental questionnaires, the group seek to identify and immediately address any identify weaknesses. However, the daily register does not always accurately reflect children's actual daily arrival and departure times. The nursery has a very positive attitude towards staff development, with all staff being actively encouraged to attend targeted training in order to extend their professional knowledge. The staff have a clear understanding of their important role in safeguarding children and know the correct procedures to follow if concerned about a child's welfare.

The staff have a positive partnership with the parents. They are provided with written information about the provision and how to access its policies and procedures as part of the registration process. The parents are kept up to date through informative notice boards, daily diaries, regular informal discussion and frequent newsletters. They are encouraged to share their skills, support their child in bringing in articles from home linked to the theme and to read at home, the books the children select from the nursery's library. In addition, the parents are encouraged to take home their child's learning journey record on a regular basis, which contains their child's observational assessments and captioned photographs of their child whilst engaged in nursery activities. Parents are also invited to attend twice-yearly meetings, where there are opportunities to review and discuss their child's progress with their designated key person.

## **The quality and standards of the early years provision**

The children are confident, active and independent learners. The environment is vibrant, stimulating and well-organised to enable the children to self-select resources and to make their own decisions regarding the toys and activities they wish to investigate. For example, some children decide to explore a large tray of flour, which inspires them to extend the activity into becoming a bakery, where they thoughtfully discuss the ingredients they will require, 'we need to put salt in'. In the meantime, another group of children decide to decorate a totem pole they have made with photographs of themselves that they have taken with the nursery's camera. The children demonstrate good self-esteem and are developing good social skills. They are able to share resources successfully and to take turns, such as when waiting to share their news at circle time. The children have a very positive relationship with the friendly, welcoming staff and benefit from their active involvement in their play.

The staff know the children extremely well. They plan an effective balance of child-initiated and more adult-led activities that offer sufficient challenge and help to ensure that the children are consistently well-occupied in meaningful activities. However, whilst the children have daily planned opportunities to explore the local parkland, they do not have the chance to experience a balanced programme of outdoor learning experiences, which will support their development across all aspects of the curriculum. The staff undertake regular written observational assessments, which they use to evaluate children's progress within the Early Years Foundation Stage and to then plan activities to support their next steps. However, whilst the group has formed effective links with other key early years provisions attended by the children, the parents are not regularly contributing their own

observations of their child's achievements, in order to help inform assessments.

The children are learning about good nutrition through the varied menu of healthy options that they enjoy as part of the daily routine. Allergies, dietary needs or parental requests are discussed as part of the registration process. These discussions are recorded and any needs accommodated. Children are able to constantly help themselves to drinking water, which helps to ensure they are consuming fluids in sufficient quantities to meet their varying requirements. Children have meaningful opportunities to develop their self-care skills. They confidently self-toilet, wash their hands prior to eating, help themselves to resources and put on their coats and footwear prior to outside play. There is a range of measures in place to help promote the children's safety. A record of risk assessments is maintained, the premises are secure, radiators are protected by guards and the staff are well deployed to support the children's safety. Through practical activities, such as tidying away toys after play, in order to reduce trip hazards, and by taking part in fire drills, the children are also beginning to gain an awareness of how to keep themselves safe.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
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?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	2
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?	2

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