

New Road Children's Day Care Nursery

Inspection report for early years provision

Unique reference number EY331756
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Inspector Linda Janet Witts

Setting address New Road Nursery, 36/37 New Road, Chippenham,
Wiltshire, SN15 1HP
Telephone number 01249 652004
Email info@newroadnursery.co.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

New Road Nursery first opened in 1992 and was re-registered by the current owners in March 2006. The nursery is based in two converted houses and is located in the centre of Chippenham, Wiltshire. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children are accepted from birth to 11 years and the nursery is registered to care for a maximum of 52 children aged under eight years, at any one time.

The nursery serves the local community and is open all year. It opens each weekday from 08.00 to 18.00. School-age children attend before and after school and during school holidays and are delivered to and collected from local schools. There are currently 185 children on roll of whom 157 are in the early years age range, and of these, 39 are in receipt of government funding for nursery education. The nursery welcomes children with learning difficulties and disabilities, and also those for whom English is an additional language. Due to the various levels within the nursery and access via stairs and steps access for wheelchair users could be difficult.

The nursery premises is organised so that children are cared for in age related groups, each with their own base playroom. There are also sleep rooms, nappy changing and toilet facilities. The nursery has a large garden available for children of all ages to use. The local park is also used frequently.

There are 21 members of staff, 16 of whom hold relevant child care qualifications at level 3 or above. The setting receives local authority teacher support.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The nursery recognises the uniqueness of each child that attends and ensures that every child is nurtured in their care, learning and play. The partnership with parents, outside professionals and other settings that children attend is exemplary. Highly effective systems to monitor and assess the effectiveness of the nursery provision lead to improvement. As a result of the commitment of the owners and staff working together the nursery is a well-organised, welcoming environment where children and adults thrive.

What steps need to be taken to improve provision further?

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

- consider varying the observation methods used, for example, using planned tracking observations as well as the spontaneous observations of achievements made during the course of children's play

The leadership and management of the early years provision

The owners and managers have exceptionally high aspirations for quality which is evident through ongoing improvement. All staff, parents and children are actively encouraged to play a part in the nursery's self-evaluation. Together they identify areas for improvement and draw up action plans which are then implemented. The owners are creative in the methods used to encourage this; for example, all those involved in the nursery have had the opportunity to indicate what equipment and activities they would like to see offered in the garden to extend the already very good range of activities available. A picture board displaying ideas and stickers to mark choices represents this well. The partnership with parents is exemplary and is integral to the provision for children's learning, development and welfare. Two-way communication is initiated from the first contact and the children's key persons make themselves available to talk to parents when they deliver or collect their children. Parents' evenings are held providing an opportunity to discuss children's progress and share information about children's interests and ideas for further development. If parents cannot attend alternative arrangements are made so that all parents have information sharing opportunities. Parents are encouraged to contribute to children's 'learning journeys', noting achievements on 'wow' forms that are added to individual records. Newsletters, email correspondence and the nursery website help parents to stay up to date with what is happening in the nursery. Questionnaires are used to get parent feedback and the active parent group serves to represent nursery parents and to work with the owners and staff to reflect upon practice.

The nursery's key carer system works very well in practice. The number of key carers that children have within their time at nursery are kept to a minimum and at times of transition between groups and moving on to different settings great care is given to ensure that children receive support from their key carers to help them to settle and minimise any anxiety children may have. Transition books showing photographs of where children will be moving on to are routinely used as part of offering reassurance to children at transition. Parents can also take these books home to help their children prepare for the change. Strong partnerships are developed with the schools that children transfer to and also other settings involved in children's care.

All practitioners demonstrate a very good knowledge of the Early Years Foundation Stage (EYFS) and use this knowledge to plan an exciting range of play and learning opportunities, indoors and outdoors for children of all ages. As a result children make excellent progress in relation to their different starting points. Inclusion is fostered impressively ensuring that all children receive appropriate support. The environment and activities are adapted as necessary to ensure that all children are fully included. Positive images adorn the walls and children are helped to value diversity.

Comprehensive records, policies and procedures are maintained and these serve to ensure effective management of the provision and positive outcomes for children. Rigorous processes are used for recruitment and to ensure the ongoing suitability

of staff. Staff embrace training opportunities and are well supported in their personal development by the owners. Staff are encouraged to attend training workshops and to cascade knowledge gained with their colleagues. The nursery owners play an active role in the nursery, working effectively with the managers to monitor practice within the nursery. They are on hand to support staff as necessary and have developed very positive relationships with all staff, parents and children.

All staff understand their role in safeguarding and risk assessment and supervise children closely to keep them safe without inhibiting children's play and exploration. The safety challenges presented by the layout of premises are overcome successfully. Staff and children are fully aware of the procedures in place to keep them safe in the rooms, garden and when moving between areas.

The quality and standards of the early years provision

The children make significant gains in their learning. This can be attributed to the care and dedication of the owners and staff. Effective planning provides an excellent balance of purposeful play indoors and outdoors and also a balance between adult led and child initiated activities. Spontaneous observations of children at play identify children's interests and abilities. Clear records of progress are recorded in children's individual learning journeys. Information gathered through observation is used effectively to ensure that future plans build on what children already know and can do. In this way staff know how to support or challenge each child helping them to progress.

Children relish their time at nursery. They are settled, very happy and have developed excellent relationships with their key carers and other adults in the nursery. The nursery atmosphere is a lively happy one, with lots of laughter to be heard and smiles of enjoyment seen. All children are fully included. Children with learning difficulties and disabilities receive extremely good support, with excellent partnership working to ensure that they achieve in their learning and development. The nursery staff know all of the children and their families well and this knowledge is used to enhance children's nursery experiences. They are aware of children's cultural and ethnic backgrounds and their particular interests. Discussion with parents provides information about family experiences that can be linked to individual activity plans, building upon these experiences or interests.

Babies receive sensitive care that responds to their growing understanding and emotional needs. They gain confidence to explore and investigate their environment knowing that staff are on hand to offer reassurance and support as required. They are offered a wide variety of experiences which involve all the senses, encourages learning and an interest in the environment. They are taken out into the nursery garden where they not only watch the older children at play but are also able to roll, stretch and crawl, and practise their developing walking skills. Large canvas sails provide shade and protection in inclement weather ensuring that children of all ages get plenty of fresh air and exercise. An impressive range of resources are readily available outdoors and others are taken from indoors to extend the range of activities available. The children dressed in all-

in-one suits and 'wellies' excitedly go outdoors. The two-year-olds are keen to say 'hello' to the guinea pigs, 'Curly' and 'Wurly' on route to the playground area. In the playground area children engage in role play using the play house, dressing up clothes and resources; they pedal and propel wheeled toys; construct or choose quieter activities that they select and take to use on rugs set out. Painting the walls, fence and ground with water are a popular activity choice. The children undertake gardening activities in the various growing areas around the garden. For example, a group of four-year-olds plant vegetable seeds with a visiting parent and member of staff. They talk about vegetables they like and about plant growth and care.

Children learn healthy habits and develop an understanding of dangers and how to stay safe. They enjoy fresh fruit snacks and nutritious meals prepared by the friendly nursery cook who they hear cheerfully singing as she prepares their meals. Children learn about germs and how routines such as washing their hands before they eat or do cooking activities help to keep them healthy. Staff help the children to learn about safety by explaining risks and how to protect themselves. Children follow instruction very well. From a very young age children learn to negotiate the flights of stairs within the nursery safely. Fire drills are carried out regularly to familiarise children with emergency evacuation procedures. Children also learn road safety during visits into the local community and they behave well when travelling on public transport.

Children relate well to their peers and enjoy one another's company. They work independently and with others and learn to respect one another. The children are encouraged to be active learners and creative critical thinkers. They make choices in their play and throughout the nursery children can access resources for themselves from accessible storage. This encourages exploration and enables children to select activities or extend activities as they wish. Children develop a strong sense of self and learn to express their feelings and wishes. Staff are responsive to baby babbles and gestures and show a genuine interest in what the babies are trying to communicate. Baby signing is also frequently used to encourage communication. Children join in songs and rhymes and enjoy books that they look at on their own or share with others. They listen intently to stories read by adults and request favourite stories frequently. Older children also like to re-tell stories and have recreated stories they have heard through craft work and drawing.

All six areas of learning are successfully promoted throughout the nursery. Children are motivated to learn by the enthusiastic staff and because activities offered are interesting and fun. They are encouraged to problem solve during the course of their play and demonstrate competence in their mathematical development. The three and four-year-olds are proficient computer users; many are able to start-up the computers, complete computer programmes unaided and are even keen to help others to develop their computer skills. Younger children can operate simple equipment, for example they switch the play vacuum cleaner on and off and operate the various features on activity toys. Mark making materials and creative play resources are readily available. Many three and four-year-olds draw with control and can write their own name. Children's creativity is encouraged. If children wish to deviate from the aims of adult-led activities they can do so, using

their own ideas.

Staff embrace the resources that the local environment and community provides. For example, Chinese New Year is celebrated in partnership with the local Chinese restaurant and the children's Chinese dragon parade is appreciated by passers-by. A group of older children took a bus ride to a nearby village to seek out the scarecrows that the villagers had made and displayed around the village and enjoyed a picnic whilst there. Visits to the local park are regular events. Parents' skills and work experience are also used to extend children's learning experiences. For example, a parent visited with new born rabbits and a vet has visited.

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