

Witherswood Day Nursery

Inspection report for early years provision

Unique reference number EY370828
Inspection date 19/05/2009
Inspector Alison Large

Setting address 34 Brookvale Road, SOUTHAMPTON, SO17 1QR

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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).

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

Witherswood Day Nursery is privately owned and opened in June 2000. It re-registered in 2008, as a limited company. It operates from the ground floor of a detached house in the Highfield area of Southampton and the premises are easily accessible to parents and children. There is a secure garden for outdoor play. Children from the local and wider communities attend. The nursery is registered for 24 children under eight years. There are currently 36 children in the early years age group on roll, of these nine children receive funding for early education. The nursery has the facility to collect children from a local school and offer after school care. The nursery is able to support children with learning difficulties and/or disabilities and children with English as an additional language. The nursery operates from 08.00 until 18.00 Monday to Friday, all year round. There are 10 members of staff, eight of whom hold qualifications in childcare and education and nine who are currently working towards other relevant qualifications. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership. The nursery is a member of the Pre-School Learning Alliance.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are settled and secure in the welcoming and bright environment. The nursery take effective steps to promote children's welfare, learning and development. Children are happy and confident as staff are sensitive to children's individual needs. Systems are in place to self-evaluate the provision, to ensure any strengths and areas to improve are identified. Children make good progress in their learning, and the settings good links with parents, means they are kept informed of their children's progress.

What steps need to be taken to improve provision further?

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

- update policies and procedures and other relevant documentation in line with the EYFS
- continue to develop systems of observation, assessment and planning to fully support children's learning and development

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure Ofsted are informed of all persons living on the premises (Suitability of adults)

28/07/2009

The leadership and management of the early years provision

Effective management structures are in place and communication with all levels of staff is good. Clear and robust procedures are in place for the recruitment and vetting of new staff, which ensures that all adults working with the children are suitable to do so. However, the owner has not informed Ofsted of all persons living on the premises, which is a breach of requirements. Staff work well together and are an enthusiastic team, the good ratio of staff ensures children are well supported as they play and learn. The systems for self-evaluation are good. The nursery have been reviewing planning, observation and assessment systems in line with the Early Years Foundation Stage (EYFS) and have started using the 'Learning Story' for each child. Policies and procedures are in place covering all aspects of the provision and all the relevant documentation is maintained. However, some documentation has not been updated in line with the EYFS as required.

The nursery work well with parents. They operate an open door policy and good systems are in place within each room to ensure parents receive important information about their child and the life of the nursery. Babies' routines are discussed with parents when the child starts and at regular intervals and staff ensure parents' wishes are met. Parents are welcomed into the setting and the nursery have home-link books for each child, these are a two-way process where staff and parents write and share information about the child. Staff liaise with local schools for children about to start school and have visits from the teachers of the schools. Children with English as an additional language are supported through close liaison with their families. Children's welfare is promoted by staff who have a clear understanding of safeguarding procedures.

The quality and standards of the early years provision

The nursery offers a warm and welcoming environment to children, who are able to move around freely and access a range of activities and resources. They particularly enjoy playing in the garden where they can ride wheeled toys on the decking area or play on the grassed area. Staff plan activities for children in each room within the nursery. All staff across the nursery conduct observations of the children. These are transferred into the children's individual records to inform of children's progress. The nursery have devised new observation and assessment systems in line with the EYFS. Staff throughout the nursery complete 'special books' for all the children, which contain samples of children's work and photographs of the things they have achieved. However, the 'Learning Story' documentation is still being developed across the nursery to ensure activities and learning experiences fully support all children's interests and the next steps in their learning. Throughout the nursery children are making good progress in all areas of development. They are confident and develop warm relationships with each other and staff, and are keen to join in activities. For example, in the Prunus room the older children gather round the table and show excitement when they are able to help make the foccacia bread to share with everyone at teatime.

All children enjoy the outside area in all types of weathers. Younger children have

regular access to the outside, which ensures they enjoy the fresh air and physical benefits of being outside. Older children have many opportunities to become active learners outdoors. Children have opportunities to make clear choices in their play both inside and out. A range of play activities are either set up by staff, or available in low level storage for children to select. They enjoy playing with friends in the home play area and are keen to involve adults in their play. The older children enjoy playing pirates and an intense discussion is held as to which pirate each child could be.

Babies in Acer room are actively involved in their play, confidently exploring resources with their senses. They touch, shake and bang in an effort to understand the various toys and activities offered. They are able to climb and practise a range of movements safely, with supportive staff on hand to help if necessary. In Camellia room, young children are given opportunities to develop decision making skills, staff use open-ended questioning and provide suitable activities to help them develop.

Children develop a good understanding of keeping themselves safe. Staff explain reasons for the safety rules to the children, such as why not to run indoors and not to throw things. This equips children with the understanding to keep themselves safe in the future. Staff gently remind the children of the rules and staff across the nursery give children lots of praise and encouragement. The nursery recognise that all children have different needs and staff build bonds with children and their families to ensure their individual needs are well catered for. Children's health is promoted well. Children wash their hands with soap and water, and they are encouraged to become independent in their self-help skills. Children benefit from the delicious healthy and nutritional meals and snacks the nursery provides, and staff have a good knowledge of children's allergies and special dietary requirements. Children develop very positive behaviour patterns that enable them to learn and become sociable and caring. Children become aware of what is expected of them and develop confidence to make their own choices and decisions. Their learning and growing knowledge of the world around them, prepares them well for future life.

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?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

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?	2
How well are children helped to stay safe?	2
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?	2

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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