

Watcombe Children's Centre Nursery

Inspection report for early years provision

Unique reference number EY341775
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Inspector Mark Anderson

Setting address Watcombe Primary School, Moor Lane, TORQUAY, TQ2
8NU
Telephone number 01803 316 959
Email admin@wpfcc.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

Watcombe Children's Centre Nursery was registered in 2006 and occupies a purpose built children's centre located in the grounds of Watcombe Primary School in Torquay. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register. The nursery comprises of an open plan room for children up to the age of three years, as well as sleeping and quiet areas. There is a community room and other facilities including a variety of securely fenced outdoor play areas. Children from three to five years receive care and early years education in the Foundation Unit, situated in the adjacent primary school. The Nursery opens from 07:30 to 18:00 on weekdays for 51 weeks of the year. The Nursery is registered to care for 95 children from under the age of eight years, of these 66 may be in the early years age group, not more than 32 may be under three years and of these not more than 14 may be under 2 years. There are currently 60 children in the early years age group enrolled. The setting can support children with learning difficulties and/or children with disabilities and children with English as an additional language.

The centre is managed by a community interest company who employ 16 staff of whom one is a qualified NVQ Level 4, three are currently working towards NVQ Level 4, nine are qualified NVQ Level 3 and one member is working towards the Foundation Degree in Early Years Care and Education. They receive support from the Torbay Local Authority and Sure Start and link closely with the school. The children's centre offers a range of additional services, which include a Free Internet Café, and a range of parent-craft sessions and Stay and Play. Weekly groups include Baby Massage Course and Social, Music, Rhythm and Rhyme, Treasure Basket, Juno Team Midwives Parent Craft, and the local Childminder's Group meet regularly.

Overall effectiveness of the early years provision

The quality of the provision is outstanding. The setting is extremely friendly and welcoming to children and adults alike. The nursery provides an extremely high level of individual attention focusing on the 'uniqueness' of every child. The staff are committed to delivering the highest possible standards of care and learning and the superb partnership with parents is central to the nursery's ethos. The nursery has grown significantly since its registration without losing the family 'feel' that ensures that every child feels special and valued. The provision is determined to maintain its high standards and shows good capacity to improve further.

What steps need to be taken to improve provision further?

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

- develop the outside area to provide further opportunities for a wider variety of learning activities

The leadership and management of the early years provision

All of the children are happy and settled and the caring relationships throughout the nursery reflect the strong sense of teamwork and commitment of all the staff to a shared vision. Policies and statutory requirements are all in place and effective policies and procedures for the everyday running of the setting are tight, carefully implemented and leave nothing to chance. There are strict 'opening' and 'closing' duty lists that are adhered to rigidly by the duty staff. There is a strong emphasis on strict and secure pick up arrangements that further ensure the safety of the children.

A particular strength is the involvement of parents who are kept extremely well informed by newsletters, homebooks, detailed notice boards, parent interviews, questionnaires, open evenings and the daily exchange of information between staff and parents. Each key person writes a detailed daily summary in the child's homebook of their day with corresponding replies and entries from parents.

Staff enthusiastically attend a wide variety of courses and training to extend their professional knowledge and development. As a team, the staff are very well-qualified, committed and conscientious, constantly looking for ways to improve their own knowledge in order to enhance the care and learning of all the children. Two members of staff have completed fire marshall training.

The committee members and staff are self critical and constantly review and evaluate the impact of the provision. There is effective liaison and strong links with the primary school and the nursery works well with a wide range of outside agencies. The monitoring and assessment of the children's progress is recorded in detail in their Early Years Foundation Stage passports which are regularly updated and carefully evaluated to inform future planning.

The quality and standards of the early years provision

The nursery provides an extremely attractive and safe environment into which children settle readily and quickly become very familiar with routines that are designed to make each child feel 'at home'. They are able to select from many interesting and varied activities that cover all of the different areas of learning within the early years curriculum. Staff provide excellent role models and are wonderful play partners. Planning is effective and supports all the areas of learning, taking into account the individual needs of the children. They are encouraged in a variety of ways to become independent learners. For example by making choices regarding which snack to have and the nursery is fully committed to encouraging a healthy lifestyle and diet. The willingness of the children to help at tidying up time reflects the excellent relationships that exist throughout the setting.

Displays are bright and include many examples of the children's work which contributes to the development of their self-esteem. Children are taught the importance of personal hygiene and a number of parents remarked upon the

careful attention that is given to cleanliness in all aspects of the provision. There is very good access for the disabled and the nursery's approach is wholly inclusive in all areas. The staff particularly focus on helping the children develop social skills and understand the importance of co-operation and sharing. Much time is spent outside engaging in many different games and learning activities and the all-weather suits are well-used. Staff use the outdoor area well in a variety of imaginative ways, including gardening, camping and 'mark' making although they recognise the need to explore opportunities for further increasing outside learning. Children were observed crossing gender barriers with two boys engrossed in ironing as well as later being seen playing vigorous ball games.

The children's learning experience is further enhanced by walks outside twice a week to a variety of local destinations including the local woods. Particularly enjoyed are the 'Listening' walks which help focus the children on the world around them. All staff are fully aware of protecting the children and there are effective systems and procedures in place to ensure the safety of all. The daily routine makes very good use of the different rooms within the open plan nursery including a 'construction' room and the new quiet room, designated as the 'Snug'. A calm, relaxed atmosphere was maintained and there were numerous busy and purposeful games and activities observed. The children are very well prepared for the next stage of their education and there is a genuine 'family' atmosphere within the nursery that gives all of the boys and girls the best possible start.

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?	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?	2
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