

Reigate Day Nursery

Inspection report for early years provision

Unique reference number EY281377
Inspection date 16/06/2009
Inspector Debbie Molly O'Callaghan

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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

Reigate Day nursery is part of the Asquith Court Group, opened in 1997. It operates from a purpose-designed building, near to the centre of Reigate, Surrey. The railway station is close by. Children are cared for in three separate areas - Baby Unit, Nursery and Pre-School. The group rooms are situated over several floors. Pre-school children have access to a large group room, library/reading room and toilet/hand washing facilities. A fully enclosed outside play area, with play house and fixed climbing equipment, is also available for outdoor play and gardening. There are currently 155 children on roll, of whom 41 are aged three to four years. This includes 21 funded four year olds and 20 funded three year olds. The setting has experience in supporting children with special educational needs and for whom English is an additional language. The setting is open Monday to Friday throughout the year, except for the Christmas and public holidays, from 08:00 to 18:00. There is a team of 19 staff, 14 of which hold or are working towards a recognised early years qualification. Further training is encouraged for all staff, including first aid. Teaching practice within the pre-school follows traditional early learning methods, with emphasis placed on learning through play and exploration.

Overall effectiveness of the early years provision

Overall the provision is good. Children are safe and secure at all times and benefit from good relationships with the staff. They offer a fully inclusive environment to meet all children's personal needs. Regular self-evaluation enables the nursery to identify the strengths of the service and recognise any areas for development. This ensures they consistently review the practice and make continuous improvement.

What steps need to be taken to improve provision further?

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

- review the provision of a shaded area in the garden and take appropriate action to protect children from the sun
- ensure that children's next steps are being clearly identified and used in future planning

The leadership and management of the early years provision

The Nursery are fully committed towards self-evaluation in order to review their practice and identify areas for development. For example, they successfully identify training needs and embark on relevant training. They obtain feedback through questionnaires and advice from parents in order to make continual improvements to the service.

There are strong partnerships in place with parents and the nursery ensures

information is exchanged regarding children's daily care routines. They carry out regular observations, but these are not always sufficiently evaluated to show children's next steps. As a result, information gathered from observation is not always carried forward to inform future planning. Staff have good liaison with local schools.

Children are cared for in premises where the clear risk assessment reduces any risk to the children. Staff are vigilant when caring for children which helps keep them safe. For example, someone always stays in the room when babies are asleep and they ensure they close the gate to the stairs. However, they are not always fully protected from the sun as there are limited shaded areas in the baby garden.

Overall the nursery is well resourced; however, play materials for two to three year olds are less plentiful.

Staff are able to protect children in the event of a fire as regular unannounced fire drills take place; staff know where the fire exits are. Children are well protected because staff have a good knowledge of child protection issues, recognise their role and responsibilities and know how to implement nursery and local safeguarding procedures. The clear security arrangements, recording of all staff, children and visitors to and from the nursery, detailed policies for the collection and non-collection of children and arrangements for recording pre-existing injuries contribute to ensuring children are safeguarded from harm.

The quality and standards of the early years provision

Children make good progress in all areas. They are developing good language skills as staff talk to the children constantly. Children enjoy looking at books, which they handle with care. They listen intently to stories and are able to re-tell them from memory. Children confidently recognise letters and can link their sounds. Regular activities enable children to explore mathematics. They match shapes, explore weight, confidently count and can find how many objects a number represents. Children are developing their imagination when using the materials provided for sorting and weighing to bake a chocolate cake. They happily explore colour and texture during paint, play dough, cornflower, shaving foam and sticking activities. Pre-school children sing and dance on a stage, encouraged by staff; they enjoy having an audience and take turns to dance to their favourite song. They also explore the sounds that instruments make.

Children happily design and construct two and three dimensional models using paper, boxes, glue, tape and construction toys. They are currently making seaside pictures. Children enjoy using the computer and have competent mouse skills. Children are developing their understanding of past events. For example, the children talk about events in their own lives, such as new babies and holidays. They have positive relationships with each other and have formed good friendships.

Children enjoy a varied range of activities which contribute to their good health.

They have regular access to fresh air as they play in the garden. Children enjoy playing in plastic crates, staff sing with the children as they use their imagination with the crates, such as sitting in a boat. Children regularly practice their large muscle skills as they ride and steer bikes, play on the climbing equipment, throw and kick balls and balance on low beams. There are many daily activities to help children develop their small muscle skills. They competently use scissors, dig in the sand, hold pencils, thread, and fit puzzle pieces.

The layout of the furniture in the baby room enables the babies to make good progress in their physical development, as they pull themselves up, crawl and play with bricks and natural objects. They are very happy and have good relationships with staff, they are settled and enjoy regular cuddles and individual attention. Children enjoy a varied and nutritious diet, such as pasta, fresh fruit and vegetables. There are drinks stations in all areas so children do not become thirsty. Children have very good self-help skills. For example, they confidently help tidy up, select toys, help prepare a snack and pour drinks.

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?	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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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