

Timbers Day Nursery

Inspection report for early years provision

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Inspector Christine Clint

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Type of setting 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*.

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Description of the setting

Timbers Day Nursery opened in 1995. It is one of a group of nurseries owned by Asquith Nurseries Ltd. It operates from a large Victorian house in Haslemere, Surrey and is close to local amenities. Children are accommodated in age related rooms on the ground and first floors. They have access to an enclosed garden with a separate area for babies. The children attend from the surrounding urban and rural areas. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. A maximum of 94 children in the early years age range may attend the nursery at any one time. The nursery is registered on the Early Years Register and provides funded education places. There are currently 85 children on roll. The nursery supports children with special educational needs. There are 16 members of staff, of these, nine hold appropriate early years qualifications. The setting receives support from the local early years network and the wider nursery group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a very welcoming environment for children and their parents. The organisation is thoroughly professional, with comprehensive and fully updated policies and procedures to meet all areas of the regulations, and to meet children's individual needs. Staff are well deployed throughout the nursery to support individual children's play and ensure their welfare is prioritised; staff encourage children's growing independence and their individual learning. There is a very detailed self evaluation in place, showing clear examples of recent improvements and identifying further changes. The regular support and guidance from management within the wider nursery group also ensures the nursery's commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop children's learning journals and ensure that their next steps are clearly identified and linked with their individual plans for progress
- continue to involve parents in children's development and encourage them to use the records of learning by adding their own contributions of children's learning at home.

The effectiveness of leadership and management of the early years provision

The nursery have robust procedures for staff employment to ensure that children are safeguarded and the regular records of appraisal show how the ongoing suitability of staff is managed. A high ratio of staff to children is maintained and staff show an understanding of child protection; most staff have attended training.

The manager has a strong awareness of all procedures for referring concerns and there are well organised levels of responsibility throughout the wider nursery group. Records are maintained to show how children's daily safety is assessed in each nursery room, for specific activities and for outings. There are full nursery risk assessments and these are regularly reviewed. The regulatory procedures for recording accidents, incidents and for administering medication are thoroughly in place and maintained; staff show a high level of concern and respond immediately to children's needs. There are regular first aid training sessions available and the nursery has organised and included systems to protect children and families from current infections. There are clear procedures in place for managing any complaints and the nursery has established effective systems to make all records available to parents.

The nursery shows a thorough dedication to evaluating the provision and including improvements. Previous recommendations have been followed and the manager and staff have completed a full and comprehensive self evaluation. There are many examples of how the nursery has included ideas and new systems to benefit children and parents. For example, the introduction of parent questionnaires has enabled parents to give opinions and express their views. This has led to further negotiation at times, especially to meet children's needs when changing rooms in the nursery. A 'parent support line' has also been introduced to ensure that new parents are able to be reassured and encouraged to raise any concerns, however small. A full nursery audit has enabled the manager and staff to consider the daily practice and the resources for children; a new computer is awaiting installation and wider resources have been included to reflect diversity. The audit has also encouraged staff to focus on the outside learning area and clear plans are being developed to make changes and refurbish the garden. The nursery company has employed a childcare and education manager to carry out regular training and increase staff knowledge and awareness, also to advise staff on the use of resources and activities to promote children's learning. Updated systems of observing and recording children's progress are in place and readily available for parents. The 'incredible learning journey' folders show clearly written observations, which are linked with children's achievements, although children's next steps for learning are not fully identified and there is no clear link with the daily plans for activities.

The nursery has soundly adopted the early years regulations for equality and diversity because they provide continual choice for children and free-flow indoor or outdoor play. Many children thrive on the freedom for physical play and the increased development opportunities; children and staff make full use of all of the outdoor areas during the day. The nursery has increased resources to reflect diversity and provides puzzles, posters, books and small world people of different cultures and ability. Many resources for the older children are available at their level and smaller children have more indoor space and opportunity for freedom of movement. Resources in each area are entirely suitable and a wide variety of play provision is available. The nursery have re-organised the ground floor rooms and one classroom is now a dedicated learning area, which can be used by smaller groups of children at times to offer more challenge and stimulation. The key person system is well developed and ensures continuity, staff show a clear knowledge of individual children's ability and personality. There are organised

systems to identify and support children with special educational needs and a staff member is responsible for developing links and providing ongoing guidance.

There are very positive relationships with parents and the nursery has well-established systems for sharing information and encouraging responses from parents and carers. Notices are provided in many areas and on the parents' notice board, there are new procedures for emailing parents and very thorough collection routines are followed. Parents are encouraged to follow individual settling routines; all parents can choose to stay as long as necessary or they can begin by leaving babies or smaller children for short sessions. Parents are encouraged to view their children's 'incredible learning journey' folders whenever they wish, as these are fully accessible outside each nursery room. Parents share frequent dialogue with staff regarding children's progress but do not yet contribute to the records of learning with any of children's home achievements.

There are well formed links with the wider community and these developing partnerships are making a clear contribution to children's understanding and learning. Visitors help children to learn about fire safety, about having healthy teeth and how nurses and health visitors can help and care for babies, children and older people. The manager and deputy attend cluster meetings in the locality and share views and experience with other practitioners. The close liaison with other nurseries in the company and the links with the early years network also helps to promote the wider aspects of the provision for children.

The quality and standards of the early years provision and outcomes for children

Children of all ages are learning about safety because staff are with them at all times and they encourage children's understanding through continual reminders. Small babies who are visiting, lay comfortably whilst being supervised and staff gently remind the more mobile babies to take care. Staff also react swiftly when toddlers climb on the low chairs, they move them and immediately explain the dangers. Older toddlers are practising safe routines of going backwards down the stairs every day and some children show that they have learned to manage very capably; staff monitor this well and carry those who are unsure. There are steps to the garden which older children learn to use regularly and staff recognise and respond to individual children who may need help. Children manoeuvre themselves on a variety of wheeled toys, they negotiate the sloping surface with ease and avoid each other whilst enjoying the experience of travelling. They use tools in the outdoor digging area and learn that these items are not safe in other areas.

Daily outdoor activities ensure that all children have fresh air and opportunities for exercise, there is also plenty of circulating air indoors when children have free access to the garden. Children have regular, healthy snacks and plenty of drinks; staff take drinks into the garden and remind children who become thirsty. The nursery has a four week menu which is organised in advance and displayed for parents. All food is cooked on the premises from fresh ingredients and children's individual dietary needs are very effectively managed through liaison with parents and clearly displayed information. Older children's self help skills have increased

because they are encouraged to serve their own food at lunch time, they sit together with staff, who have noticed how this has improved children's appetites. Children have used the growing area in the garden to learn how seeds grow into flowers and vegetables, and how these are used for healthy food. Plans show that children will help to make pumpkin soup for Halloween at the end of the week. Children's individual sleep patterns are followed during the day and plenty of cots are available for babies, with fresh bedding daily. Older children have beds on the floor and they are very used to the routine of rest and quiet after lunch to re-energise their bodies and their emotional being.

Older children paint with water on the wall outside, they use brushes to flick the water and say that it is like a firework. They use rakes and they dig in the trough of soil and transfer water with spoons; they enjoy mixing the soil and water to make mud. Children bring in a feather from outside and talk to staff about where it may have come from, staff use very appropriate questioning to encourage children's thinking, they link the conversation with birds, trees and nests. Some children play alone and show increasing skills of concentration whilst playing with water and filling containers, or carefully positioning wooden bricks to make walls and an opening door. Key person staff show that they are fully aware of the individual characteristics of children. Children show interest and ability in mark making, they understand that writing has a purpose and they confidently say they are making a map, or drawing an elephant. Some children are learning to write their names and sound the letters of their name. They often use clip boards and copy the staff who are noting observations of children's progress during activities. Children confidently roll up their drawings and place these in the hanging pocket with their name on, for taking home.

Children learn to work together during outside play, they use a section of pipe and position this to ensure it is higher at one end. They know that balls will travel down through the pipe and they run to collect these; they are learning to take turns and to share equipment. Children are able to understand and say that it will be their turn next, when they both want the same items of dolls' clothes. Smaller children's behaviour is well managed by staff during group construction play with Duplo; children laugh and become over excited when building towers and these fall over, staff calm them and encourage children to recognise how they are behaving.

Older children are keen to play dominoes together and staff recognise children's ability to lead the game and start to prepare by counting and sorting all the dominoes. Staff suggest this to offer challenge and increase children's self esteem. All children are clearly identifying and matching the dots and colours, they are taking turns and learning from each other to count in French and Dutch.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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