

Aylesbury College Day Nursery

Inspection report for early years provision

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Inspector

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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*.

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.

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Description of the setting

Aylesbury College Day Nursery is run by the Aylesbury College Corporation. It registered in 1989 and operates from two large rooms in a purpose built building in the grounds of Aylesbury College, Buckinghamshire. The children share access to a secure outdoor play area. The intake of children is from a wide area as parents travel in to attend the college or work in the town. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 60 children in the early years age range may attend at any one time and there are currently 92 children on roll. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery opens on weekdays from 08.00 to 17.30 all year round. Support is currently offered to children for whom English is an additional language. The nursery employs 16 staff, of whom 15 hold appropriate early years qualifications and one is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children receive encouraging levels of individual attention in this well-organised nursery. Strong partnerships with families and links with local community groups provide children with valuable support to their welfare. Children are making good progress in their learning through some stimulating activities. The team of staff work effectively together and there is a positive attitude to their professional development in order to maintain high standards. They are beginning to use self-evaluation to aid 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 presentation of some resources and ensure areas remain inviting to children throughout the day
- continue to extend the use of self-evaluation as a tool for monitoring standards and identifying areas for improvement
- ensure a record is maintained if staff leave the setting during breaks

The effectiveness of leadership and management of the early years provision

Staff work closely with the human resources department of Aylesbury College to ensure a robust system is in place for the safe recruitment of adults to work with children. New staff at the nursery do not work in isolation and a mentoring programme helps them to observe good practice of those with more experience. Staff understand what to do if they have child protection concerns and they receive regular updates to their training in this area. During the day, there is a

consistent approach to maintaining the security of the setting with families and visitors receiving an individual welcome from staff. Documentation linked to safety, such as risk assessments and policies, successfully back up daily procedures, though a record is not currently in place for staff leaving the building during break times.

An experienced and capable manager leads the nursery and she receives support from her well-qualified team of staff. The staff attend regular training courses to extend their skills and this means that children receive the support they require, for example, recent help for those with learning difficulties. The staff are continually developing the setting and particular improvements since the last inspection include how the garden now provides an area for children to enjoy many aspects of learning apart from just their physical development. The staff are starting to use self-evaluation to reflect on their practice by identifying areas to improve, such as planning ways to gain more feedback from parents. The staff are making successful links with groups in the local community to share in a common goal of aiding families. There are good relationships with parents whose children attend the nursery and a friendly rapport is in place with daily conversations about the children. Parents receive feedback via notebooks and this reassures those with babies that their child is receiving close attention. Staff respond to parental wishes and consents are in place for important issues regarding health.

Staff maintain good overall levels of hygiene in the nursery and they are aware of procedures to follow if a child requires medication or has an accident. Staff maintain first aid qualifications and they regularly check first aid supplies. The rooms where children play are colourful and stimulating with ample resources to meet their needs. However, some surfaces and low display units are cluttered and do not make self-selection very easy for young children. Staff plan the day successfully and take into account the varying patterns of attendance of the children. This helps all to feel included in the activities and ensures children access a wide range of experiences that support their learning and development.

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

Staff take care of the children effectively ensuring that they all receive consistent adult attention to their needs. Babies enjoy their own designated area where they can explore a wide range of colourful and attractive resources. Staff make good eye contact as they play and babies frequently gurgle their appreciation. As they become mobile children begin to explore their playroom, which is set out with a pleasant selection of resources. There is a good emphasis on sensory play for the younger children with opportunities to handle and explore materials like oats. Children enjoy spooning the oats between dishes developing their co-ordination as they play. By the afternoon, some activities like this are not refreshed which can make them appear untidy and lose some of their appeal. Children of all ages are learning about healthy lifestyles. They rest in comfortable surroundings when daytime sleep is still a need and staff provide a pleasant atmosphere in the designated sleep room. Some babies prefer to nap in comfortable rockers in the main room and staff are very willing to gently rock them to sleep peacefully. This

helps children to feel safe and secure. Although parents provide most food for their children, the staff ensure meal times are sociable occasions and they do supplement nutrition in the day with healthy snacks. Children delight in spending time in the large garden and all age groups benefit from this attractive part of the provision. Children gain skills such as co-ordination and balance as they climb and steer toys. They are keen to look at their vegetable patch, which is helping to teach them about the natural world. Staff add a wide range of activities to support learning outdoors as children experiment with tubing to see how to make balls move along inside. This is one of many examples where children play together and are starting to solve simple problems. Standards of behaviour throughout the nursery are good with staff challenging unwanted behaviour and offering good role models to the children. A thoughtful group time shows how children come up with their own ideas about how to share and take turns if they think a situation is not fair. Staff regularly monitor the children's development and use the information effectively to plan how to support their next steps in learning. When children first come to the nursery, the staff share information with families about what the children can do, showing how they value the input from parents. On-going developmental records indicate that the children are making good progress with their learning and development.

Staff have a strong understanding of the Early Years Foundation Stage and they use guidance materials to help plan a wide range of suitable activities for each age group. Children are split into small key person groups for a short time when they are older and these focused group times work very well. Children have the chance to concentrate on a short practical activity with a member of staff and this helps their communication and ensures inclusion of all ages and abilities. Children use practical activities to explore early mathematics using water and containers of different sizes or when completing a jigsaw puzzle. They are using different techniques for making marks in sand or on paper and staff focus on early letter recognition and sounds. There are many examples of print around the setting and children can access a wide selection of appropriate books. Labelling of resources on shelves and baskets is not always very clear, restricting some opportunities for children to select items for themselves. Children play safely since staff provide high levels of supervision and guidance is on offer to help children use equipment sensibly. Children play happily alongside each other and they enjoy using musical instruments or playing with model animals in small groups. Even the youngest children are able to name many animals, showing that they are benefiting from their frequent interactions with the staff. Children are learning to respect others who may have different needs to themselves and the staff talk to them about people with disabilities. Children experience different cultural and religious events during the year and they see positive images of diversity around the nursery. Older children take an active role in recycling materials in their room, contributing towards their skills for the future.

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	2
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	2
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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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