

Waterside Early Care and Education Centre

Inspection report for early years provision

Unique reference number	EY368368
Inspection date	11/08/2009
Inspector	Aileen Ewins
Setting address	600 Thames Valley Park Drive, Reading, Berks, RG6 1PT
Telephone number	0118 926 6277
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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

The nursery was registered in 2008. It is situated on a business park on the outskirts of Reading. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. They are registered to provide care for 120 children under eight years of age. Of these, all 120 may be in the early years age group. The nursery opens all year round, with the exception of Bank Holidays and is open from 08:00 to 18:00, Monday to Friday.

The nursery provides various age grouped classrooms which all have access to their own secure garden areas. The nursery environment can support children for whom English is a second language and for those with particular needs and difficulties. Being situated on ground floor level only, provision is suitable for those needing wheelchair access. All doors are wide enough for wheelchair use and a disabled toilet is in place.

The nursery employs 19 staff in total, including the manager. Of these, all but five staff have appropriate childcare qualifications. Of the five unqualified staff, four have recently commenced a childcare training course. Currently there are 65 children on roll within the early years age group.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The nursery has acted upon the recommendations set previously. Staff are aware and act upon the policies and procedures in place which help to keep children safe and healthy and which lead to a happy and inclusive environment. They understand about children's individual needs. In seeking the views of children, their parents and staff, the nursery has ensured that they are aware of their strengths and of the areas for future and continuous improvement. Meetings to inform effective practice within the nursery are held regularly between management, room leaders and staff.

What steps need to be taken to improve provision further?

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

- review the systems in place to ensure documentation is included for all children regarding parental written consent for seeking emergency treatment or medical advice in the future
- enhance learning for all children with regard to problem solving, number and reasoning by extending everyday opportunities in relation to matching, grouping and ordering, using language such as more than, less than, counting and recognising familiar numbers, for example.

The leadership and management of the early years provision

Policies which help to keep children safe and well are shared with parents and acted upon thoroughly by staff. Risk assessments relating to the environment, activities and outings are in place as required and are reviewed regularly. This helps to ensure that hazards to children are kept to a minimum. Staff have a secure knowledge of how to safeguard the children they care for. They confidently recognise the signs and symptoms of abuse and understand their responsibilities should they have a concern about a child. Likewise, they are aware to protect themselves from false allegation. Robust systems in place regarding recruitment, training and induction ensure that children are kept safe. An appraisal system and regular staff meetings and training help to support staff morale. Children's records are maintained confidentially. Medication procedures and records for the administration of prescribed and non-prescribed medications, such as Calpol, are methodical. Accident and incident records thoroughly explain information to parents as required. Parental written consents are stored with children's records; however, the nursery is aware to update these systems as one record was missing regarding information taken from parents relating to wishes in respect of staff seeking medical treatment or advice. All staff have completed paediatric first aid training, which is due to be renewed to update and refresh staff understanding later in the year. Every six weeks fire drills are conducted and recorded in the fire log. Registers clearly show a historical record of children's and staff attendance.

Partnerships with parents and carers are strong. Parents receive weekly newsletters which detail day-to-day events and welfare issues alongside how parents can support children's learning and development at home. The nursery also invites parents to monthly 'lunch and learn' meetings to continue their support. Parents take an active part in nursery life, such as helping with painting outdoors in the garden areas for example. Staff at the nursery also receive support from the local authority and are building partnerships with other providers.

Staff have a good knowledge of the Early Years Foundation Stage (EYFS) framework. Through effective initial meetings with parents and transition periods and progress meetings, staff acquire a good understanding of the individual children they care for. Key person systems with a 'buddy' back up help children to settle with familiar faces who understand their likes/dislikes and interests. The nursery has acted well in evaluating their strengths and weaknesses. The manager updates her evaluative action plan monthly and coordinates this with practice meetings which are fed back to all the staff and inform that all matters are approached consistently. The nursery is aware to continually assess for their continuous improvement and are working with staff, children and their parents within the self-evaluation of the provision and in how best to spend a local authority grant most effectively in improving the outdoor provision and resources.

The quality and standards of the early years provision

Children are happy and settled. They become curious and active learners with the support of staff who have a good understanding of the EYFS framework and of

their individual needs. Staff are caring and kind role models. Children progress right from the start of their time at nursery as key person staff meet with parents/carers to discuss children's starting points and developmental achievements so far. Regular and ongoing, thorough observations are made on children alongside three monthly reviews based on all six areas of learning. Children's developmental learning journeys commence from when they start at nursery and provide a delightful record as children progress towards the early learning goals. Through their observations of children, staff are able to plan for the individual child and identify their own realistic next steps.

All six areas of learning are covered through planned activities and indoor-outdoor, seamless, free-flow play. For example, children enjoy story times in which they enthusiastically recall the story of the 'runaway train'. Babies discover the soil, jelly and cornflour through sensory experiences and have fun with water play. Toddlers delight as they wipe their hands through a mix of water, rice and angel delight or play with musical instruments in small groups on the floor. Children construct roadways, building bridges and become curious about science whilst learning to make a homemade volcano or investigate ice. The outdoor environment provides opportunities to build a wildlife garden or grow vegetables. Children are active in their own learning as young children compare sizes of their hand and footprints through painting; however, further opportunities for children of all age groups are sometimes missed with regard to using mathematical language, sorting and reasoning with numbers. Children are offered opportunities to learn simple French and Spanish words and phrases. Parents meet with their child's key person on a regular basis and are provided with newsletters which help them support and extend learning at home. Displays in all rooms and corridors provide a means for parents to see clearly how the EYFS framework works and how observations are made on children and linked to an area of learning. Photographic evidence of activities complements this good practice further.

Children have been taking part in a 'healthy lifestyles' project. Children proactively understand how to enhance their own personal hygiene and appreciate the benefits of exercise indoors and out, eating nutritious and balanced meals and regularly drinking water. They learn how to grow salad and vegetables. Children have a strong awareness of the need to wash hands and clean up their environment after messy play; wash hands after playing outdoors, after using the toilet and before meals. Healthy foods are provided daily. Children support and respect one another prior to meal times, setting out tables and later clearing away. They serve themselves from an early age. Babies and younger children grow in their independence through feeding themselves with adult support. The nursery is kept clean and children learn about their own safety by following basic guidelines and thinking about others. They behave well and are respectful to their environment, their friends and those who care for them. Babies routines are followed and they receive lots of cuddles during the day. Daily diaries inform parents of their welfare.

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?	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