

Archway Nursery

Inspection report for early years provision

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EY340474

Inspection date

02/09/2009

Inspector

Bridget Copson

Setting address

Hyde Farm, Salisbury Road, Pimperne Dorset, DT11 8TX

Telephone number

01258 454 602

Email

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Archway Nursery originally opened in 1996 and transferred to its current premises in 2006. The nursery operates from a converted house in the village of Pimperne, on the outskirts of Blandford Forum, Dorset. The nursery uses both levels of the premises. The accommodation offers separate play rooms for the four age groups attending as well as extensive outdoor play areas.

A maximum of 73 children may attend at any one time, all of whom may be in the early years age group. The nursery is registered to receive funding for early years education and is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. There are currently 120 children on roll, all of whom are in the early years age group.

The nursery owner holds a Diploma in Pre-school Practice. A total of 26 child care staff are employed, all of whom hold or are working towards a childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual care and learning needs are met effectively by staff who know children well and work in successful partnership with their parents and carers. Children's learning is planned and monitored to encourage them to develop to fulfil their potential and to ensure their interests are supported. They are respected as individuals and see a positive reflection of themselves throughout the nursery. As a result, they are making good progress through the Early Years Foundation Stage (EYFS) and are developing a good sense of belonging. The proprietor values the importance of continuous development and staff are proactive in implementing improvements to further promote outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure all staff are deployed effectively at the busy times of day to ensure all children's needs continue to be met
- provide children in the one-to-two year old room with more independent access to a broader range of experiences to ensure they remain interested and to promote independent play.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded effectively throughout the nursery. Policies, procedures and records are well organised and updated frequently to secure the

safe and efficient management of the setting and to meet children's needs. Risk assessments and daily checklists maintain good standards of health and safety and daily routines are followed for younger children and babies to meet their needs consistently. Robust employment and vetting procedures ensure staff are all suitable to care for children. Induction and appraisal programmes monitor their ongoing suitability and provide training opportunities. Staff are clear of their child protection responsibilities and the procedures to follow in the event of any concerns to safeguard children.

Staff have a good understanding of the EYFS and use this knowledge to plan and promote children's learning on an individual level. Staff make regular observations of children's achievements and preferences and use this information to plan their next steps of learning. Clear learning priorities are identified each week for most children to support them in developing to their full potential. Staff work in designated teams with key groups of children in each age related play room. They take pride and ownership of their rooms and work with enthusiasm and motivation, creating positive play environments for children, for example, interesting and vibrant environments for older children and cosy and nurturing environments for younger children and babies. Staff are deployed efficiently most of the time to meet children's needs and routines. However, this is less effective on occasions when staff working with the one to two-year-olds are busy and provide less supervision and support. At such times children are not always comforted quickly or supervised closely in their play.

The nursery has successful systems for monitoring and evaluating the quality of provision and to identify areas for improvement to the benefit of all children. This includes a self-evaluation with input from staff and parents and links with the local authority for further development. The proprietor and staff value professional guidance and have acted positively in addressing all previous recommendations from external agencies.

Staff have established effective partnerships with parents. Comprehensive information is provided to parents to support them in making an informed choice. Settling in visits are arranged to build good working relationships between children, parents and their key person. Parents provide staff with information regarding their child's needs, preferences and care routines. In addition, some links have been established with other settings and agencies involved in children's care to further promote consistency. Parents are kept well informed through notice boards, termly newsletters, good daily communication and 'what we do at nursery' displays throughout the setting. In addition, parents are invited to complete surveys and to attend consultation evenings to keep involved.

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

Children are making good progress in all areas of their learning. They arrive happy and settle quickly with the support of staff. Young babies demonstrate a good sense of well-being through the attachments they are developing with staff. Children access new experiences with curiosity and excitement and focus well on

the things that capture their interest. Most children move about freely within their play rooms and benefit from the enabling environment which promotes their independent play and learning. However, this is less effective in the one to two-year-old room where, at times, they have limited access to additional resources around them and some children lose interest. Children behave well and are developing positive attitudes towards others. For example, they are learning to share and take turns, help others, and demonstrate good manners. Staff act as positive role models and provide lots of encouragement and praise to raise their self-esteem and confidence. Children communicate confidently to express themselves. Older children verbalise their thoughts and ideas articulately in their play and exploration and younger children and babies cry out, shriek, gesture and smile to express their needs. As children develop they learn about sounds and letters and to write key letters of their name in preparation for school.

Children count spontaneously in their play and are developing a good understanding of numbers, shape and size. They problem solve in simple activities relevant to their stage of development. For example, babies learn how to reach things out of their grasp, younger children play with activity toys and learn to fix construction equipment together and older children work as a group to construct large models. Children use their imaginations well in creative activities exploring different media and materials, for example, squishing set jelly through their fingers, catching slippery pasta worms, making bubbles in water play and exploring resources in treasure baskets. They also role play in different environments, with small world sets, build with construction equipment and play with music.

Children benefit from a safe and secure environment in which they are generally well supervised and supported. As a result, they feel secure and move around freely and safely. Children develop independence skills as they grow, and learn about keeping themselves safe through staff guidance and visits from the police, fire brigade and ambulance services. Children are developing a positive attitude to healthy lifestyles. They make good use of the different outdoor play areas. These provide a broad range of small and large scale equipment in the hard surface and garden areas to promote fitness and physical development. The woodland area also provides an exciting environment to explore nature and play games. Additional resources are taken into the outside areas to maximise learning opportunities and allow pre-school children free-flow to the garden. Children learn about managing their own personal hygiene well and the importance of nutrition to keep healthy.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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