

Inglewood Day Nursery

Inspection report for early years provision

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Inspection date 11/09/2009
Inspector Caroline Hearn / Tracy Bartholomew

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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

Inglewood Day Nursery and College Limited registered in September 1992 and re-registered to be part of Casterbridge Nurseries Limited in 2008. It operates from its own premises in Sonning, Berkshire and is within easy reach of the A4 road. There is a fully enclosed garden available for outdoor play. The nursery is readily accessible and supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The nursery is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The nursery is registered to care for a maximum of 187 children under eight years of age at any one time. This includes a holiday play scheme for children who previously attended the nursery or have siblings attending the nursery. The nursery is open Monday to Friday 07:30 until 18:30 for 51 weeks of the year. There are currently 148 children on roll, of these 18 are in the older age range. Children attend for a variety of sessions and those children who are eligible are in receipt of funding for the provision of free early education. The setting supports children with learning difficulties and disabilities. The nursery serves the local community and beyond.

The setting is an accredited training centre for early years qualifications. They employ 31 members of staff and currently has 35 students attending the training college and working with the children. Of the permanent staff 30 hold relevant childcare or teaching qualifications. Of these six are qualified to Early Years Practitioner Status or degree level. Many of the students hold a level two qualification and are now working towards a level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children thrive at this nursery and achieve consistently well across all areas of their learning and development. This is due to the staff's enthusiasm and commitment to provide an exceptionally stimulating and fun learning environment. The nursery has a clear and achievable plan for self-evaluation and on going development in all areas. Due to this all children are making good to outstanding progress in their learning and development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending the information taken from parents when children start attending the nursery to include further details of their abilities and starting points.

The effectiveness of leadership and management of the early years provision

Safeguarding and ensuring children's safety underpins all aspects of the day to day workings of the nursery. From the most junior new students to the experienced room leaders, all are fully aware of the safeguarding policies and procedures. All staff are involved and take ownership of undertaking risk assessment and ensuring children's safety. The management team have a robust recruitment process and all staff undertake comprehensive safeguarding training as part of their induction. Awareness of issues of equality and diversity underpin everyday practice, staff get to know each child extremely well and understand how to meet their differing needs and promote fully inclusive practice.

The management team undertake constant evaluation of the nursery and strive to maintain excellence in all they do. They ensure that all the staff are involved in the completion of their detailed self evaluation and are consulted on areas such as the development of their staff handbook. This gives the staff an excellent understanding of the policies and procedures and this is reflected in their day to day outstanding practice. Great importance is placed on staff training and the nursery has a training college on site. Due to this they have an exceptionally high level of qualified staff. Another result of the on site training college and nursery policy to have more staff than required on duty is that staffing levels throughout the nursery are exceptionally high. This allows for staff to be permanently on duty in areas such as the baby sleep room and milk kitchen. This frees up the other staff and means that they are not disrupting activities with the children to go and make up bottles of milk. Resources are plentiful both in and outside the nursery, these have been carefully chosen to ensure children are provided with high levels of challenge and they are well used by all.

The nursery has an excellent partnership with parents and clearly values parents' involvement and understands that parents are the child's first and most enduring educators. Parents note that every member of staff knows their children and greets them. At the door to each child care room there are leaflets for parents detailing how they can extend their children's learning at home and advice for common parenting issues such as behaviour management. This information is in addition to the many notice boards which comprehensively explain the Early Years Foundation Stage and how the nursery works. The nursery has also developed joint working with health visitors and other early years settings, this further promotes superb continuity of care for children. The nursery could however extend the amount of developmental information they take when children first start attending the nursery to enable them to have a clearer starting point for each child. Although in all areas parents can add to their children's development records and there are post it notes out for them to add any observations they have made of their children at home.

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

Children in all areas enjoy their learning and become absorbed in activities. The nursery manages the key person approach exceptionally well and children form close links with their key person. These relationships give the children the confidence to try new things and go off and explore, such as peddling a tricycle with support and then going on to do this on their own. The way the planning is tailored to the needs of individual children shows that staff understand the uniqueness of each child and how to support them on their learning journey to ensure they achieve their full potential. Should a baby show interest in playing with shredded paper their next steps highlight the need to offer them further activities to develop this interest. This is then taken forward to the planning and the child is offered further opportunities to explore textures such as finger painting and playing with dried pasta or cereal. Staff in all areas are skilled and understand when to stand back and allow children space to develop their ideas. The children do however often invite the staff to get involved in their role play and all become absorbed in their play. Children play a dynamic role in their learning and are keen to offer their ideas. When listening to a story they will discuss what might happen next and why. Due to this all are making good to outstanding progress in their learning and development.

Children with special education needs and/or disabilities have their individual needs exceptionally well met. The Special Educational Needs Co-ordinator (SENCO) has attended a great deal of additional training and works with some children who need physio or speech therapy as their support key person. This enables her to get to know the children and their families well and offer tailored support to the primary key person. Children gain a clear sense of being part of a community and fund raise by undertaking sponsored events such as walks or dressing up. Children are taught how to keep themselves safe as staff encourage them to think through possible hazards such as asking a child wearing a long dressing up costume why it might be dangerous to run around the garden. This encourages critical thinking and for the children to develop an awareness of how to keep themselves safe.

Each baby has their own bedding bag which contains their favourite bedding and comforters from home. This gives the babies an extra source of comfort when going off to sleep. Each baby also has their own mattress and is assigned a changing box which contains their creams and an apron. The staff then wear these aprons when changing the children, using a different apron for each child is just one of the many excellent practices the nursery has put in place to reduce the risk of cross infection. All children are also offered plenty of opportunities to undertake vigorous outdoor activity in the nursery's well laid out garden.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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