

The Childrens Nursery

Inspection report for early years provision

Unique reference number	109115
Inspection date	14/10/2009
Inspector	Shirley Ann Jackson

Setting address	Civic Offices, Euclid Street, Swindon, Wiltshire, SN1 2JH
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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).

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Description of the setting

The Children's Nursery opened in 1992. It originated as a work place nursery for the employees of Swindon Borough Council but places are now available to the wider community also. It is situated near the centre of Swindon. The premises are a single-storey building with separate base rooms plus two outside areas for outdoor play. The nursery is open 51 weeks of the year, five days a week from 08.00 to 17.30.

The nursery is registered on the Early Years Register. A maximum of 84 children may attend the nursery at any one time. There are currently 86 children on roll aged from seven months to four years. The nursery supports children with special educational needs/disabilities and those whose first language is not English.

There are 21 members of staff all of whom have appropriate early years qualifications to at least level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The needs of all children are effectively met as staff recognise the uniqueness of each child. Children make good progress in their learning and development as they settle quickly and are soon actively involved in the choice of activities offered. Staff promote aspects of children's welfare with success, to ensure they are safe and well cared for. Partnerships with parents and carers are excellent, helping to keep them informed of their child's progress and development. Ongoing, appropriate reflection of practice enables the setting to ensure that plans for the future are well targeted to bring about further improvement to the provision and in the outcomes for the children.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- carry out a full risk assessment for each type of outing. The assessment must be reviewed before embarking on each specific outing (Safeguarding and promoting children's welfare) 19/10/2009

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

- continue to develop the outdoor play areas to ensure that the needs of all children are met and that it offers sufficient challenge to more able children

The effectiveness of leadership and management of the early years provision

All required documents, policies and procedures are in place, are clear and up to date. These reflect the daily practice at the nursery and are freely accessible in all base rooms for staff and parents. This ensures that children's needs are met and ensures the safe and efficient management of the provision. Children are effectively safeguarded through staff knowledge and understanding of the indicators of abuse and neglect. All staff attend safeguarding training and they are aware of the procedure to follow if they have any concerns about a child in their care. The setting has conducted comprehensive risk assessments for all areas within the nursery and for the outdoor play area. However, risk assessments for outings are general rather than for each type of outing.

The setting is well organised. The staff team work well together and are clear about their roles and responsibilities within the setting. Effective systems are in place for staff recruitment, induction and regular appraisals are in place, ensuring that staff strengths and areas for development are identified. This has resulted in an experienced and well qualified staff team who are motivated and enthusiastic and keen to improve and further develop the service offered to families using the setting.

Premises are clean, bright and well maintained. Children are cared for in base rooms, depending on their age and stage of development. Groups come together at the beginning and end of each day. Siblings are able to go on walks and eat meals with each other, helping to strengthen family bonds. Each base room has a good range of well presented, quality resources which are stored in low level units for children to self select. Storage is effectively labelled with words and photographs to enable children to put toys away when they have finished with them, helping to give them ownership.

Partnership with parents and carers is outstanding. When they first approach the nursery, parents are given an informative prospectus which outlines what the nursery offers along with an excellent leaflet highlighting the nursery's key person approach. Ongoing information is shared through informal feedback, regular newsletters and notice boards. A parents' committee is in place, but is struggling to maintain members. Through discussion with parents it has been agreed to set up an internet forum which will make it easier for the parents to access and share information at a time which is suitable for them. Close links are forged with parents as the nursery invites parents in to the setting to share their skills with the children. Recently this has included Indian dancing, African drumming and making chapattis. Questionnaires are sent out to parents to seek their views about the setting. Parents are kept fully informed and involved in the setting of children's next steps and their progress records. Parents spoken to have commented in these and feel that staff have a real knowledge of their child. They are full of praise for the setting and for the care and experiences which are offered to the children.

The nursery uses ongoing, reflective practice to improve the service offered. This method has been used for a number of years to help staff to identify areas for

development. For example, they have purchased protective clothing to ensure that children can play outside whatever the weather and new fencing will soon be in place to enable staff to further develop the outdoor play areas. Recommendations raised at the last inspection have been fully addressed, showing a commitment to continual improvement.

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

Children are actively involved in a wide range of activities and experiences which, over time, help them to learn and develop. Children benefit from a range of adult-led and child-initiated activities. The learning environment across all groups in the nursery encourages children to become independent learners. Robust systems are in place to observe and assess the children as they play. Staff use this information, along with children's interests to plan the next steps in their learning. These are clearly displayed for all staff and parents to see. Staff are on hand to support children's learning through interaction and extending children's play. Staff are skilled at using questioning to encourage the children to think for themselves and to show what they know and can do. For example, they were asked to explain to a member of staff what the lights in the dining area were for and the children talked confidently about 'the festival of light'. Children in the pre-school age groups have direct access to an outdoor play area, giving them choice in where they play.

All children are happy and settled at the nursery. Children form warm, secure relationships with key people in the nursery. They sustain healthy emotional attachments which help children to build their confidence and self-esteem. Children of all ages beam with pride at their own achievements, such as, throwing a play dough ball or proudly pointing out their own work. Older children show increasing independence in selecting and carrying out activities, for example, during free play time they confidently select what they want to do. They display high levels of involvement in activities, such as, when making play dough children sat for quite some time until the activity concluded. Young children take pleasure in babbling and experimenting with sounds and words. Staff respond appropriately to these noises with positive facial gestures and words. Older children are confident communicators, initiating conversations and confidently asking questions. All children enjoy books, looking at them individually, in groups or snuggled up with a member of staff. Older children find their names on arrival and self register, helping them to recognise some familiar written words. Children's maths skills are promoted as staff in all rooms introduce number language during everyday activities. For example, as they make a sandcastle, a member of staff counts the number of taps she gives the bottom of the bucket. Some older children are confident with numbers, counting actions, for example, as they add salt to the play dough mixture. Children find out about the world around them as they have opportunities to explore natural objects and they find out about the environment as they go for walks in the local area to feed the ducks or to the local museum. Children are able to use technology as they play on the computer and play with various other toys, such as, the toy microwave. Their imagination and creativity are fostered as children take part in role play. For example, toddlers imitate what adults do as they tuck the blanket round the doll in the chair and pre-school

children 'sell' food from the shop.

Children learn the importance of a healthy lifestyle. They are able to go outside every day to enjoy daily physical activity. Outdoors they pedal wheeled toys and run around. However, the outdoor play area does not give more able children sufficient challenge and sharing the space makes it difficult to meet the needs of all children. Children are offered healthy snacks and have independent access to drinking water. Children develop good personal hygiene as they eagerly wash their hands at appropriate times and talk confidently about why they need to do this, 'to get the germs off'. Children learn about how to keep themselves safe as they regularly practice emergency evacuations, ensuring they know what to do in this situation. When they go out for walks, staff talk to children about road safety.

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	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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	1
The extent to which children develop skills for the future	2

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