

# Saltway Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	133626
<b>Inspection date</b>	19/01/2010
<b>Inspector</b>	Lucy Showell
<b>Setting address</b>	Saltway House, White Post Road, Bodicote, Banbury, Oxfordshire, OX15 4BN
<b>Telephone number</b>	01295 273 519
<b>Email</b>	kateoconnor@btinternet.com
<b>Type of setting</b>	Childcare on non-domestic premises

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

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Saltway Day Nursery opened in 1995. It operates from the ground floor of a Victorian vicarage which stands back from the main road leading into the village of Bodicote, Oxfordshire. It is run by a private provider and her husband who live on site with their family above the ground floor. There is a separate enclosed play area for outdoor play. The nursery serves the local area and many surrounding villages.

The nursery is registered on the Early Years register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 43 children may attend the setting at any one time. There are currently 91 children within the early years age range on roll and they support children with special educational needs and/or disabilities. The nursery opens Monday to Friday from 8.00am to 6.00pm. Children are able to attend for a variety of sessions.

The nursery employs 14 members of childcare staff who work directly with the children. Of these, the principal and deputy are degree qualified and a further 11 hold appropriate early years qualifications. In addition to this one member of staff is a qualified National Vocational Qualification (NVQ) assessor, there are three administration staff, a cook and four relief staff are available if required. The nursery receives support from the Local Authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Sound relationships are fostered between caring staff and happy children in this warm, welcoming and homely environment. Staff have a proactive approach to the Early Years Foundation Stage (EYFS) and have clear knowledge of the welfare requirements. This is reinforced by the secure partnerships with parents, strong links with other professionals and local primary schools and a fun and stimulating range of activities which support individual progress. Staff demonstrate a good capacity for continuous improvement through the suitable action taken when issues are identified. They have established systems for monitoring practice and self-evaluation and as a result, the identification of strengths and areas for improvement effectively inform plans for the future development of the nursery.

## **What steps need to be taken to improve provision further?**

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

- review the environment to ensure that it is accessible to every child so they can learn independently and give children time to follow a particular line of enquiry given the constraints of routines and access to areas such as outdoor spaces.

## **The effectiveness of leadership and management of the early years provision**

Staff's clear understanding of child protection procedures and knowledge of reporting concerns and dealing with allegations ensures all children who attend the nursery are safeguarded. Comprehensive systems and documentation, such as clear, detailed and up-to-date policies and procedures, are regularly reviewed and effectively support the safe and effective management of the nursery. Substantial written risk assessments have been completed and include necessary detail with regard to specific risks identified and records of the checks carried out are well-maintained. Children have good awareness of their own and others safety. For example, they share the space and equipment effectively, are well behaved, polite and show care and concern for their peers.

Robust recruitment and vetting procedures and continued professional development ensure children are cared for by suitable adults. All staff are proactive in the implementation of their roles and daily responsibilities. For example, key persons develop valuable relationships with children and their parents to ensure continuity of care, the special educational needs coordinator has established clear links with other professionals to ensure children with special educational needs and/or disabilities are fully involved at the nursery and information gained through all relevant and recent training attended is cascaded effectively throughout the staff team. A whole setting approach is adopted to encourage a culture of reflection and self-evaluation and effective methods such as valued discussions, sharing of information and completion of questionnaires, has enabled the opinions of staff, parents and others to be expressed. Consequently, areas for improvement are identified and significant steps taken to further improve the quality of the provision for all children. For example, the outdoor area has been renewed with exciting and durable equipment made from sustainable materials.

Parents are very comfortable within the setting and are often observed reading and playing with the children, sharing their expertise at purposeful sessions and are invited to many special events throughout the year. For example, photographs show mums and dads decorating cakes and biscuits with children for their tea party, releasing lanterns into the sky for the 'Chinese Lantern Festival', enjoying the Christmas parties and Easter egg hunts and taking part in 'baby massage' sessions lead by a specialist trained member of staff. The importance of respecting equality and diversity is a clear thread which runs through the whole nursery as various cultures are represented well through a structured programme of events and celebrations. Children dress-up as favourite characters for 'World Book Day', are served a variety of traditional meals and eat with chopsticks for Chinese New year, enjoy a barbeque on 'Australia Day' and eat fruit before planting the seeds to celebrate the Jewish festival of 'Tu B'shevat' which increases their understanding of the diversity of the local community and the wider world.

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

Children are keen to enter the nursery greeting each other as they arrive and receiving a warm welcome from the staff. Good health is encouraged as children are provided with freshly prepared and nutritious meals and snacks which meet individual requirements and free access to drinks ensures children are suitably refreshed. Individual care skills such as brushing teeth and washing hands are actively encouraged and space and equipment is provided for children needing to rest or sleep. In the nursery room children under two are cared for by qualified and experienced staff and care routines are adhered to. The designated sleep area houses individual cots which are used effectively and formula milk drinks, which are provided by parents, are prepared following current health and safety guidelines. Staff interact with the children in a calm and comfortable manner providing cuddles and stimulation as required and the wide range of activities available supports their development and learning effectively. Photographs of the children with their families are used effectively by staff to reassure and support as children settle into this new environment.

All children are provided with opportunities to reach their potential through the staffs' clear knowledge of their abilities and learning styles. A good range of systematic and opportune observations of children's interests and progress across the six areas of development are completed. This information is used efficiently within the setting's planning to provide valuable opportunities to promote individualised learning. Individual assessments are carried out effectively and photographic evidence and examples of the children's work are kept to share children's progress with parents and the information used to complete transfer profiles for the children's future providers. Daily activities and experiences are provided for children as they enjoy choosing activities from a good range set out by staff and have some ability to select additional equipment from the 'choosing book'. This process has been established to provide children with some access to resources which are unavoidably stored out of reach. Further opportunities for developing children's independence and ability to explore at their own pace are not fully provided due to the constraints of the structured daily routines and limited free-flow access to the outside area. Colourful posters and displays of children's creations decorate the rooms and facilitate their sense of belonging. Photographs of special events displayed, such as the releasing of a number of red balloons on 'Red Nose Day', trips to local farms and visits from police, paramedics and the fire service provide children with the ideal opportunity to reminisce and the props in the role-play area enable the children to reenact these familiar experiences.

Children are learning to appreciate their world through a range of planned activities relating to their thoughts and feelings. They draw and create collages, using a range of creative media, of people with varied facial expressions to demonstrate diverse moods and are asked how they feel during different activities. They are very proud to be awarded certificates for looking after their eggs which they have learnt to be gentle with and care for by placing in special containers to take them home and return with them the next day. Children help themselves to oversized t-shirts to cover their clothes as they pour and scoop in the water tray,

make patterns in the glue or select items to stick onto their collages. They enjoy mark making opportunities as they choose various paper, pencils and pens in the writing area and make notes and appointments whilst they answer the phone in the 'office'. They enjoy challenges from staff and friends as they build various 'structures' with small construction bricks or use their imaginations when playing with the space ships on the shiny surface. They use a range of resources effectively as they build dens with blankets and cones and use torches to see inside when it's dark.

Children ask confidently for help with coats, hats, scarves and gloves before going outside where they access a wonderful range of natural and traditional equipment. They use pulleys to lift buckets of sand to build castles with their friends, set out obstacle courses and count as they negotiate each stepping stone or balance across beams. They hide in the den which is placed around a large tree trunk or enjoy climbing the steps to play house before sliding down the other side. They move large tyres with staff support into piles to climb over and crawl through tunnels as they chase each other around. Planting areas are used well in the warmer months and vegetables and fruit have been grown and eaten by the children. Decorative ribbons and shiny CDs hang from trees to provide colour and prompt children to talk about the wind and movement and a selection of pipes, chimes and bells with beaters are used by the children to make a wide variety of sounds. Children look through the choosing book and ask for tools before pretending to be 'a Builder' and mend the bikes and 'build' the covered seating area for a story later. They show great insight as they explain that the thermometer on the wall shows how hot or cold it is today and that they need to wrap up warm because it is winter but in the summer when it's hot they need the paddling pool to keep cool.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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