

# Cowdown Day Nursery

Inspection report for early years provision

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**Unique reference number**

507866

**Inspection date**

28/10/2009

**Inspector**

Coral Hales

**Setting address**

Cowdown Farm House, Cowdown Lane, Andover,  
Hampshire, SP11 6LE

**Telephone number**

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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*.

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## **Description of the setting**

Cowdown Nursery registered in 1996. It operates from temporary buildings within the grounds of the provider's home on the outskirts of Andover. All children have access to a fully enclosed garden. The nursery serves a wide geographical area and is registered on the Early Years Register. A maximum of 40 children may attend at any one time, 22 of whom may be under two years. There are currently 32 children on roll. This includes 12 children funded for early years education. All children attend full days. The nursery currently provides care for children who have special educational needs and/or disabilities. The nursery operates from 8am to 6pm five days a week for 50 weeks of the year.

A total of 12 staff are employed to work with the children all of whom have appropriate early years qualifications. The setting receives support from local authority advisory staff.

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

Overall the quality of the provision is good.

The manager has a clear vision of what he wants to achieve for the children and together with his staff is developing formal systems of evaluation. The enthusiastic and motivated staff team show a commitment to ongoing development and training. Strong and effective links exist between providers, parents and other agencies. They work together effectively to ensure children's needs are met and that any additional support is provided. All children are recognised as individuals and this enables them to feel special and be fully involved in the life of the nursery. This fully inclusive environment along with the competent, sensitive and calm approach of the staff helps all children to feel safe and secure.

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

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

- continue to develop systems of self evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- update the record of risk assessment to include any assessments of risks for outings and trips.

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

Arrangements for safeguarding children are robust, regularly reviewed and known to staff. Some have attended additional training to ensure that the correct procedures are followed to protect children. Risks to children are minimised effectively because the setting is safe with good levels of security. Full written risk

assessments are completed as required, although some outings have not been fully assessed for risk. Daily monitoring of all areas ensures that all children play and are cared for in safe and secure premises both inside and outside. Robust recruitment procedures are in place with all staff checked before being appointed to ensure they are suitable to work with children. Inductions, regular monitoring and six monthly appraisals help to support and develop staff who are encouraged to attend training on a regular basis. They are clear about their roles and responsibilities and are well deployed around the setting.

Staff overall are well trained and knowledgeable and support children well. Their focus is always on the child as an individual, their likes and dislikes, and their needs and requirements. Staff meet regularly with other professionals in the locality and together with parents discuss and meet any child's additional needs. Friendly working relationships are evident with the parents who are provided with detailed information about the setting and monthly newsletters ensure they continue to be well informed. Daily and weekly diaries give details of routines and activities and there are many opportunities for parents to discuss their child's progress informally with their child's key person.

The manager and his staff understand the need for and benefit of reflective practice. All staff are involved and action plans detailing priorities for improvement are discussed during regular meetings. The nursery demonstrates the capacity to continue to thrive and improve and is currently working to implement a formal evaluation document.

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

Children are well occupied and enjoy the interaction they receive from the staff who are knowledgeable about their individual needs. This enables the children to feel secure and supported. Children move around their base rooms, happily choosing their own activities and can access the garden freely.

All staff are key workers and they make notes of children's achievements in both home-link diaries and their key worker folders. Observation and assessment systems link to the expectations of the early learning goals. The main focus is on meeting the needs of individual children based on their starting points, interests and planned next steps. Records show clear development and progress. Staff offer a wide range of experiences for children that are fun, stimulating and offer suitable challenge. They organise the sessions well and children behave appropriately as they are busy and well occupied. Staff know children well and assess situations of conflict quickly, sorting out issues fairly and they promote children's self-esteem effectively with praise and encouragement.

Children are motivated and interested in activities for example, as they create a lantern from a pumpkin, they share, take turns and negotiate well as they wait for their turn to scoop out the seeds. They are proud of their achievement and are keen to show others the end result. Children begin to recognise numbers as they count the seeds, one was asked how many he had and replied 'lots'. They

communicate well, talking about their families and discuss the outfits they are wearing to a Halloween party. Children benefit from regular opportunities to make marks with pens, pencils and felt tip pens as they for example, count the spots on the ladybird and then colour the picture. Babies enjoy being creative when printing with vegetables and have the opportunity to experience the texture of paint. They enjoy using musical instruments, pop up toys and interactive resources to make noises. They move around happily exploring their surroundings and love the close interaction with their key staff.

Children's physical development is promoted through free flow play inside and outdoors. They use climbing apparatus confidently and roll hoops around the area. They have fun driving around in tractors and running around playing happily with their friends and with staff. Children learn about other countries and cultures through festivals as well as having opportunities to use resources to develop their understanding of the local and wider world.

A regular curriculum evening is held for parents to give them information about educational programmes and children's progress. Learning journey assessment records are completed regularly by staff and highlight children's abilities and are linked to the expectations of the early learning goals. Observations and assessment records for the babies focus appropriately on their developing social and emotional skills and clearly show progress made.

Children's health is effectively promoted. They are offered a healthy snack during each session with drinks available at all times. All children including the babies sit together with a member of staff and enjoy their food in a relaxed fashion and their dietary requirements are met. Children have plenty of fresh air and physical play in the garden and they have a positive attitude to exercise. Younger children's home routines are followed to ensure continuity of care and their needs are met well by the staff.

Children begin to learn how to keep themselves safe and follow guidance given by staff, to for example, be careful when using equipment. The older ones show a good understanding of safety issues and tell the adult to be very careful when using the knife to cut the pumpkin. Regular emergency evacuations are completed to ensure all are clear about the procedures to follow.

## 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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