

Royal Earlswood Day Nursery

Inspection report for early years provision

Unique reference number EY287647
Inspection date 22/03/2010
Inspector June Fielden

Setting address Asylum Arch, off Princes Road, Earlswood, Redhill, Surrey,
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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

Asquith Nursery, Royal Earlswood, is part of Asquith Nurseries Limited and has been registered under its current management since 2004, although it has been a registered nursery for many years. The nursery is situated in a residential area in Redhill, Surrey, and operates from purpose-designed premises. It is open 51 weeks of the year from 8.00 am to 6.00 pm each weekday. All children share access to a large fully enclosed garden area.

A maximum of 103 children in the early years age range may attend the nursery at any one time. There are currently 104 children aged from birth to the end of the early years age group on roll, some in part-time places. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities.

There are 33 members of staff, 20 of whom hold early years qualifications to at least level 2. The setting also employs specialist staff to teach French. The setting provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm and welcoming environment. Staff have a good knowledge of children's individual requirements in order to effectively promote their welfare and learning. They liaise well with parents and others involved in children's care. Through effective self evaluation the setting is aware of its strengths and areas for further development and successfully promotes diversity. Although there is a breach of a specific welfare requirement relating to documentation, this does not have a significant impact on the provision.

What steps need to be taken to improve provision further?

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

- ensure that the record of the risk assessment clearly states when it was carried out, by whom, date of review and any action taken following a review (Documentation) 31/03/2010

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

- ensure that appropriate hygiene routines are followed in all rooms in the nursery when children wash their hands, to avoid the risk of cross-contamination
- ensure that everything with which a child may come into contact, including

the strings of fairy lights that are accesible in some of the younger children's rooms are included in the risk assessment

The effectiveness of leadership and management of the early years provision

The designated staff at the nursery understand their legal responsibilities to ensure children's welfare. Their broad range of policies and procedures are easily accessible to staff and parents. The nursery's strong relationship with parents ensures that there is a regular exchange of information to further assist in safeguarding children. Clear vetting procedures ensure that all staff working with children are suitable to do so. There is generally a high ratio of staff to children, and many of those working regularly with them hold childcare qualifications. The manager is well supported by staff and shows that she is committed to continuing to make improvements at the setting. Risk assessments of the nursery are in place, which are reviewed regularly. Although, due to an oversight by some members of staff, the risk assessments for all areas of the setting were not dated to show when they were checked, as required by the Early years Foundation Stage. However, as some of the documents have recently been signed and dated, there is evidence that a review did take place, and as a result, this has negligible impact on children's welfare.

The rooms in the nursery are well organised and each one is divided into different areas to enable children to access a wide variety of activities. There is a broad range of toys and equipment that is appropriate to the needs of all children. Staff attend a variety of in-house and external training, to update and extend their knowledge. They have recently completed a topic on recycling with children, to effectively raise their awareness of this subject, and have made a display of their work, which shows their involvement in this subject. Children from a wide range of different cultures and backgrounds attend the setting, and staff raise children's awareness of the festivals and special occasions that they celebrate. Parents are invited to share information on these events with the group, and children sample food from other countries. The nursery has a successful collection of posters and visual aids on display to further develop children's understanding of diversity. The setting identifies the way in which it effectively promotes its partnership with parents and its strong recruitment process as its particular strengths. Also, the way in which the manager monitors the nursery. All the recommendations raised at the last inspection have been met by the setting. These include improving staff's knowledge and understanding of child protection issues and implementing a consistent nappy changing routine to ensure children's well-being.

The majority of parents are very pleased with the level of care staff provide for their children and the feedback they receive on their child. They are provided with regular opportunities to voice their opinions on the nursery, including an annual questionnaire they are invited to complete. Any issues raised on these are, where possible, are addressed by staff. Daily contact books are used to exchange information with the parents of children in the baby room, and staff speak to parents of older children on a daily basis when they collect their child. There is a notice board at the entrance to the nursery, and in each room, to provide parents

with all the necessary information about the setting and the planning. Open days and regular parents evenings are held to provide ample opportunities for parents to see their child's development record and discuss their progress with staff. Parents are further involved in their child's learning by being invited to attend events such as the children's Christmas party. They can also complete the forms provided by the nursery, which enable them to inform staff about things their child has done at home, and may like to share with the group. These also update staff on children's changing interests. Staff understand how important it is to share information with other settings children attend, and know the benefits of maintaining effective links with any professionals involved in the care of children with special educational needs or disabilities.

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

Children are provided with effective activities that cover all areas of learning, and include a good balance of adult led and child initiated tasks. They are efficiently supported by staff while they are engaged in these activities. The weekly planning is based on children's interests and learning needs. Regular observations of children are recorded in their development records and staff use these to assess their next steps. This informs future planning, to ensure that children make good progress in their learning. Staff play soothing music in the baby room, and assist children in rolling a ball across the floor to each other, to develop their coordination. Natural objects, including a collection of shells are made accessible to young children, and a range of musical instruments for them to explore. Children laugh and giggle as they shake different materials up and down, listening to the sounds they make. They use a large garden with a broad range of resources for exercise, including climbing equipment and small vehicles to ride around on. Children also participate in nature hunts in this area, looking for worms and other creatures, and then paint pictures of them. Older children pour water from different sized containers while staff question them, to assist them in developing an understanding of terms such as 'full' and 'empty'. Children assist staff in laying the tables at lunch time and help to put the toys away when it is time to tidy up, to develop their independence. Staff talk to children as they play, to encourage their conversation skills. One young child was asked about the farm animal they were holding, and was able to state that it was a cow and to give the sound that it makes.

Staff ensure that the nursery is secure, and there is a book to record the arrival and departure times of visitors, to maintain children's well-being. Children are made aware of keeping themselves safe and show confidence in approaching staff to engage them in conversation. Some effective safety measures are in place, such as the use of stair gates. Although there are currently fairy lights accessible to children in some of the rooms. Children are provided with a healthy diet, and the menu is accessible to parents. They are offered fruit for snacks, and water is available to them at all times, to ensure they are not thirsty. Children wash their hands before they eat and after using the toilet. Although in one part of the nursery children were using the same towel to dry their hands on. Children are generally polite to each other and have good manners. Staff are always positive

towards children and praise them for anything good they do. Children are aware of staff's expectations for them and generally respond well to any requests they make. Staff encourage children to respect and help each other. They successfully prepare children for the transition to school by holding a graduation event for those that are leaving, to help them realise that they are moving on, and to see this in a positive light, as a celebration. Staff also invite teachers from the local school into the setting to speak to children. They make resources such as metal detectors, magnets and binoculars accessible to children to encourage them to be inquisitive and explore the world around them.

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

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