

# Exeter College Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY400200

**Inspection date**

06/05/2010

**Inspector**

Sara Bailey

**Setting address**

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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

Exeter College Day Nursery has been open since 1989 and moved to its current purpose built premises within the Exeter college site, in the city centre of Exeter, Devon in 2009. The nursery comprises three base rooms for different aged children ranging from birth to two years, two to three-year-olds and a pre-school room for three to four-year-olds. All have direct access to a fully enclosed garden for outside play. There are separate toilet and changing facilities, a milk kitchen, office, kitchen and staff room. The nursery is open to children of staff and students as well as the general public. Hours of opening are from 8.00 am to 6.00 pm Monday to Friday for 50 weeks of the year.

The nursery is registered on the Early Years Register for up to 40 children, of which no more than 12 may be aged under two years at any one time. No overnight care is provided. There are currently 63 children within the early years age range on roll. Of these, 23 children are funded three and four-year-olds. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are 16 childcare staff employed by the nursery and a cook. The manager has a BA Hons in Early Years. She is supported by four senior members of staff, one of whom also holds a BA Hons in Early Years and three are level 3 qualified. There is one member of staff with a level 4 qualification, a further six staff with level 3 qualifications and four staff with level 2 qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All aspects of the Early Years Foundation Stage have been implemented in an exemplary way, across all age groups within the nursery. Babies' and children's individual needs are met exceptionally well due to the effective grouping, dedicated well qualified staff and excellent organisation, leadership and management. Inclusive practice is paramount in everything they do, with a commitment to working in partnership to ensure children are very well supported. The setting strive for continuous improvement and constantly self-evaluate their practice to ensure the highest standards are achieved.

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

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

- building on existing practice to develop additional ways of exploring cultural diversity across all age groups and with all staff

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

All staff are extremely vigilant about safeguarding issues and the procedures to follow in the event of being concerned about a child. Designated staff ensure everyone completes safeguarding training, including non-childcare staff such as the cook. Children's existing injuries and incidents are clearly recorded and shared with parents. A comprehensive safeguarding policy is regularly reviewed. The staff are vigilant about safeguarding children from unknown visitors to the premises. They have secure premises, closed circuit television and an intercom to gain entry to the building. Visitors are clearly recorded, their identity checked and they are monitored effectively. Comprehensive risk assessments of all areas are carried out on a regular basis as well as effective checks of each room to ensure children's ongoing safety. Evidence of staff's suitability is kept on file and their ongoing suitability is overseen by the college through regular staff appraisals.

The organisation of the nursery is exemplary. A highly stimulating and welcoming environment promotes children's learning across all areas and for all ages. The three base rooms for different age groups effectively meet children's individual needs and ensure children are cared for in a safe environment, with appropriate levels of risk for their ages. For example, the baby room has low-level, quality tables and chairs to enable toddlers to be independent and have access to their own small fenced area of the garden. The other age groups have low-level open storage to allow for self-selection of toys and resources and easy access to the shared bathroom facilities where they can meet with their siblings and peers from other age groups. Free-flow to the outside is promoted at every opportunity. Staff are well deployed within each room, maintaining ratios at all times and effectively meeting children's individual needs through a very positive key person role, which effectively supports children's transition from one room to another. Each room is responsible for their own record keeping, which ensures accidents, incidents, medication and other records are well maintained and accurate. Accident records are analysed each month to see if any patterns emerge of areas to be addressed, this shows excellent management with a commitment to driving improvement and outcomes for children. There is a strong feeling of effective hierarchy in the nursery ensuring that staff at all levels are appropriately monitored and supported. For example, nursery staff are overseen by seniors in each room and the manager oversees the daily practice, who is in turn managed by the college. Regular meetings at all levels ensure excellent communication at all levels and on-going self-evaluation. The staff team are very committed to high standards and continuous improvement, with a clear commitment to training.

Inclusion is given the highest priority within the setting through everyday care, learning and development. Boys and girls have equal access to the same, wonderful resources and activities. Children of differing abilities are extremely well supported to achieve and make progress in all they do. Staff have recently attended equality and diversity training to further promote their practice. They have introduced themed topics looking at different countries, which are introducing staff and children to exciting learning opportunities and in most cases very age appropriate activities. However, in their enthusiasm to link activities to the theme,

some planned baby experiences are not appropriate for their understanding. Staff are very aware of children's specific individual needs and meet them exceptionally well, although sometimes not all staff who have contact with the children have a full knowledge of children's backgrounds and cultures. This is an area the nursery are proactively addressing following on from recent training. All other aspects of partnerships are really well embraced by staff who have excellent daily interactions with parents and carers, extremely informative daily diaries for babies and valuable information displayed around the nursery which is complemented by comprehensive policies and procedures.

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

Babies and children are extremely happy, settled and engaged with their peers and the staff. This includes new children to the setting and those who have recently moved rooms as the transition is handled so sensitively to ensure individual needs are understood and met very effectively. Children feel secure due to the positive relationships they have with their key person, clear routines, appropriate grouping and caring staff. All ages are making significant gains in their learning from the wide range of exciting planned activities and access to child-initiated play. Babies explore their safe environment with confidence, accessing well laid out resources at their level. They enjoy playing with role-play resources laid out as a picnic and exploring sand, water, paint and play-dough outside at tables under the canopy. Toddlers enthusiastically participate in an exciting cookery activity where they take turns to stir, add ingredients and crack the egg. Pre-school children concentrate well to understand the concept of making clay beads along a straw to dry and paint ready to thread into necklaces for their Indian themed dressing-up. All ages benefit greatly from excellent language development at every opportunity, developing new vocabulary and listening skills. Babies and children of all ages listen well to stories and instructions, participating from very young ages in group activities as well as playing alone or with their peers.

Staff observe babies' and children's learning through a variety of observation techniques and complete assessments on their progress linked to the six areas of learning and the early learning goals. Individual files show their starting points clearly from discussions with parents and they identify children's next steps, which are equally shared with parents. Children develop excellent self-esteem from their art work being displayed around the nursery and learn about personal, social and emotional development through activities such as discussions and activities about feelings. Children are very proud of their achievements and gain in confidence as they are praised and encouraged, they also thrive on being the helper of the day and sharing their 'memorable moments' with the group at circle time.

Children of all ages benefit greatly from daily outside play and free-flow between the inside and outside is promoted, whatever the weather. Children enjoy playing in the rain, getting muddy in suitable outside protective clothing. They climb, play with balls and are physically active as well as all ages having access to the table-top activities outside under cover, taking the classroom learning outside. Babies and children develop an excellent understanding of how to be healthy. Warm,

individual flannels are used to wipe babies' hands and faces at the table after snack and meals, whilst children independently access the low sinks, liquid soap and individual paper towels to hand-wash after using the toilet and before eating or cookery. They also know the importance of re-washing their hands after sucking their thumbs whilst waiting their turn at the cookery activity and eventually after washing hands several times during the activity remember not to put their hands in their mouths. Staff are excellent role models in preventing the risk of cross infection through the use of antibacterial hand-gel, wearing of gloves and aprons for nappy changing, the cleaning of aprons and changing mats between use and of tables before and after eating. Children greatly benefit from a very healthy and nutritious diet. They enjoy a selection of fruits at snack time and a two course, home-cooked meal at lunch time. Children have easy access to drinking water at mealtimes and throughout the day. Children's individual medical requirements are met exceptionally well in partnership with parents and with medical consultation.

Children show a strong sense of security and feel safe in the setting. Babies' care needs are particularly well understood, which means they settle from parents well and eat and sleep in line with their home routines. They feel secure with their comfort blankets or toys from home and with a member of staff present in the sleep room as well as a baby monitor. Children safely move around the nursery gaining in independence due to the safe environment, with areas out of bounds having high handles to prevent access. Children learn how to use equipment safely and have an excellent understanding of safety issues, alerting staff when they know a child has crossed a boundary either physically, such as passing the wooden children barrier in the hall or behaving in a way that is considered inappropriate. Their behaviour is exemplary as they learn to take responsibility for their own actions. They play an active part in their learning and are inquisitive learners, which equips them with fundamental skills for the future.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

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

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