

Staunton Park Day Nursery

Inspection report for early years provision

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Inspector

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Staunton Park Day Nursery is a registered charity and part of the community child care centres umbrella. It is a non-profit making day nursery which was established in 1990. It is run by a board of trustees and is supported by a parent committee. A group manager oversees the running of this nursery and others in the locality. The nursery supports children with special educational needs and/or disabilities.

The nursery operates from a suite of rooms within Staunton Park Community School in Havant, Hampshire and serves a wide geographical area. There are good links with the school. The nursery is on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The nursery receives funding for the children.

Accommodation consists of an entrance hall, two large playrooms with an adjoining kitchen/staffroom, a small office as well as a toilet suite with changing facilities. A small room serves as a warm, quiet area where babies and toddlers can rest or sleep. The adjoining enclosed outside play area is very safe.

The setting is open each weekday from 8:00am until 6:00pm hours for 51 weeks of the year. A maximum of 36 children aged from six months to five years may attend at any one time. There are currently 70 children on roll. No more than 12 may be under two years of age.

The nursery employs 13 practitioners including a very experienced manager and a special needs coordinator. All members of staff have a National Vocational Qualification Level 3 or its equivalent, one practitioner has Level 4. The nursery also employs a cook who supplies nourishing snacks and lunches for the children and staff.

The nursery is a member of the Preschool Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The quality of provision is good. All members of staff consider each child as unique and meet the specific needs of all children well. Children, toddlers and babies enjoy their time in the nursery and have plenty of opportunities to explore a wide range of activities and resources both inside the nursery and in the outdoor learning environment. The manager and staff have effectively addressed the issues from the previous inspection and the capacity for further improvement is good.

What steps need to be taken to improve provision further?

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

- ensure that all practitioners have the necessary skills to focus well on

children's needs through observation of their play and interaction with other children and adults.

- ensure that all spaces within the nursery are equipped with suitable furniture and equipment and used effectively to ensure consistently good progress .

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding children are outstanding. Security is excellent with very efficient systems in place and all practitioners are alert to any health and safety issues. They are carefully vetted and all are well qualified. The manager has drafted out a response to the sections in the self-evaluation document but has not yet completed the document on line. Nevertheless, the manager and deputy are constantly reviewing informally the systems they have established.

The manager has established excellent systems for the assessment of children's needs, planning of weekly activities and appraisal of practitioners. Key workers observe the children, toddlers and babies regularly. The needs of all groups of children are considered well. Key workers identify the small steps in learning that children need to take to ensure good progress and planning reflects those needs. Any special interest a child may have, for example in numbers, is used effectively by key workers who create an individual 'basket' of several number resources for the child to investigate. The manager meets key workers monthly to appraise their work. Most practitioners are skilled in focusing tightly on the children's needs through observation of their play and interaction with other children, although not all show a complete grasp of these skills.

Practically all spaces inside and outside of the nursery are equipped with good quality resources that engage the children and ensure their good progress. However, resources in a very few areas inside the building are not always used to good effect and result in inconsistent progress.

Links with parents are outstanding. Parents' knowledge of their children is valued by practitioners and information about progress shared monthly. Parents are very appreciative and have great confidence in the staff. They say, 'He has made such good progress with his speech. It's amazing!', and 'She is so much more independent - I have to chase her to get her to come home'.

Links are good with staff from local agencies. Their helpful advice is much valued. When children leave they attend many different schools and it is not easy to make ongoing links. A few reception teachers visit in the summer term and observe the children. Good links with the school on site ensure that, during the holidays, children are allowed to play games in the big hall and the field. The school's dance hall is also used for the nursery's 'graduation ceremony'.

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

On arrival, members of staff immediately check the accommodation both inside and outside for any possible risks to the children. A few parents stay and chat to the practitioners. Their children settle quickly and begin to explore the resources. They are confident and happy in their separate playrooms. Children's welfare is promoted well and efficient methods are used to ensure the organisation is matched to the needs of all groups of children, toddlers and babies. Provision to help children with their future lives is good.

The wide range and quality of learning experiences interest the children and they are keen to explore both the indoor and outdoor learning environments. The nursery provides wet weather gear including 'all in one' suits plus Wellington boots. The toddlers were absorbed by pools of water on the paving slabs and enjoyed stamping on the water to make it splash. Practitioners joined in. They floated plastic boats on the water and sang, 'Row, row, row your boat'. These very young children are developing their confidence by cautiously walking about outside on their own, exploring the equipment and containers of resources available for them to play with. Practitioners ensure they have good opportunities to develop competence through play in the outside environment. Inside, toddlers and babies learn to bang their instruments softly or loudly in music sessions. They have fun carrying out the actions in songs, such as jumping up and down, marching or lying on the floor. When they are tired there is a quiet room for them to lie down and rest. They are very well cared for.

The older children are more adventurous outside and dash around exploring all the different spaces and equipment. They play in pairs or groups on the see saw, the wooden castle or the very large pirate ship using their imaginations to make up stories. The outside environment is very secure. There are a few trees for shade in the summer, a vegetable plot and quiet areas for children to sit and chat or write and draw. Inside, children enjoy dressing up or being part of a band led by a practitioner in the music corner. A few experiment with computer programmes or use their imaginations playing with the 'dinosaur's playground' made with playdough and small pieces of wood arranged to look like trees. Several children were fascinated with this simple equipment and invented pretend scenarios. As a result, their social and language development moved forward well. Children enjoy working together in small or large groups and this leads to first rate social development.

The children's behaviour is excellent at all times. They are efficient at tidying up and contribute well to the nursery. Lunchtimes and snack times are used exceptionally well to ensure all children move forward in their understanding of healthy eating and in their personal development. Children and adults sit together. The older children help themselves from individual containers of vegetables and pass them around patiently and politely. This is an excellent learning experience and all children show considerable skill for this age group. Even the toddlers can use cutlery competently, with only a little help from practitioners.

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	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	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	2
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	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