

Wilton and Barford Day Nursery

Inspection report for early years provision

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EY399193

Inspection date

04/05/2010

Inspector

Mary Daniel

Setting address

Former Wilton and Barford School, West Street, barford St
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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

Wilton and Barford Day Nursery has been registered since November 2009 and operates from a converted school, which is situated in the village of Barford St Martin, on the outskirts of Salisbury. Children have use of five play rooms and a conservatory and are grouped according to their age and stage of development. There is an enclosed outdoor play available.

Ofsted have registered the nursery on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 71 children aged under eight years at any one time, of whom 71 may be in the early years age group. There are currently six children on roll, of whom all are in the early years age group. This privately owned nursery is open Mondays to Fridays from 7.30am to 6.30pm all year round. There is an overall nursery manager, a deputy and an assistant employed, all of whom are qualified in child care and early years education. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled at the nursery and receive a warm, friendly welcome from experienced staff who recognise each child's individuality and are committed to promoting their well-being. A range of enjoyable play experiences are provided that are based on children's interests and effectively promote their learning and development. Some systems of evaluation are being implemented and staff are keen to maintain ongoing improvements within all aspects of the provision.

What steps need to be taken to improve provision further?

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

- continue to develop the evaluation systems to effectively support staff in identifying areas for improvement in all aspects of the provision and ensure ongoing aims are clearly monitored
- continue to develop the planning and assessment systems to give more focus to children's learning opportunities through everyday routines, such as outdoor play and snack time, to further support their future skills in all areas of their learning

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively promoted as staff have a clear understanding of safeguarding issues and detailed policies and procedures are in place to support the management of any concerns. Clear recruitment procedures are followed to ensure that all staff have been suitably vetted and appraisal systems are

implemented to support ongoing training and development needs. As a result, staff are well informed and know their areas of responsibility, which helps children feel safe and secure as the session runs smoothly. Links with other providers, such as local schools and community services are being established. Good liaison is maintained with parents, which helps staff support children's individual needs. For example, written parental permissions are obtained, such as for taking children on outings, doing any developmental observations or for any necessary emergency medical treatment. This promotes continuity in children's care and gives reassurance to parents. Clear information on the groups operational policies and procedures is provided for parents, and the nursery website includes details on the Early Years Foundation Stage framework. This enables parents to see how this is implemented in the nursery and encourages their involvement in their child's learning.

Children's well-being is promoted as staff have started to form procedures to help evaluate their practice and consideration is being given to establishing these further to clearly monitor how areas identified for improvement are fully addressed. Daily risk assessments are completed and visitor's attendance is recorded, which contributes to providing a safe and secure play environment.

Children's needs are effectively supported through use of well maintained toys and resources. For instance, babies and toddlers sit on sturdy wooden chairs at low tables for their breakfast and snack time. They have room to stretch out for a sleep in the comfortable cots provided. Older children's independence skills are supported as they find their own placemats from their named storage drawers. Children enjoy going on a bus ride to visit the library in a nearby town and go for walks around the village. This makes good use of local resources and supports children in learning about their community.

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

Children are happy and content. They are keen to explore the toys and activities and show great interest in their play. For example, babies natural curiosity is encouraged as they push buttons and turn knobs on the variety of 'cause and effect' activity centres and see the colourful lights flash or hear a favourite tune play. Children's awareness of colour and texture is promoted as they explore the corn flour mixture or paint a beautiful picture of a rabbit or some bluebells. They help to make a fruit salad or some cakes and use scales to weigh out ingredients, which helps them learn numbers are used for a purpose. They play hopscotch or fit the number shapes into the floor puzzle and start to become confident in using number language within their play. Children's mark making skills are encouraged well as they like to chalk on the easel or paint with water on the walls outside. Their interest in books is very well promoted and book corners are comfortable and inviting. Children often spend time looking through books and talk about the pictures they see. They like to listen to stories, such as 'I don't like peas' and begin to join in with repeated refrains. This effectively promotes their communication, language and literacy skills. Planning and assessment systems are being established and help staff in providing a wide range of play experiences based on

children's interests. For example, following an interest in rabbits, children enjoy listening to a 'Peter Rabbit' story and help to make a carrot cake. Each child has an individual learning plan formed from the observations staff make of their play and which help in planning their next steps of development based on their existing abilities. This helps children to consolidate their skills and overall, provides realistic challenges for them although sufficient focus is not always given to use of some everyday routines.

Children learn about keeping themselves safe, for instance as staff show them how to use scissors safely or talk about why it might be dangerous to run indoors. They learn about good personal hygiene routines and know it is important to wash hands before eating to get rid of any germs.

Children are relaxed and happy with staff who get to know them well and carefully observe their individual routines, for instance recognising when babies are tired or hungry. Consequently, children are relaxed and at ease within the nursery, knowing their needs will be met. Children are provided with a well balanced range of meals. For instance, they enjoy lunches such as sausage casserole, lasagne, fish and potatoes or a roast dinner. For tea they might have baked beans on toast, jacket potatoes or sandwiches. This encourages their understanding of foods that are good for them. Children start to learn about their community as they go on local walks around the village. They have free flow opportunities to play outside in the fresh air. For example, they like to help water the plants or have fun splashing in puddles. They start to develop their large muscle skills as they cross the balancing, swinging log frame. Children are encouraged to share toys and start naturally using good manners, for instance, when asking for some more fruit at snack time. Children behave very well and staff act as good role models, giving a positive approach and praising them often. This effectively boosts their self-esteem and helps them feel valued and welcomed within the setting.

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	3
The effectiveness of partnerships	3
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	3

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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