

Egg Day Nursery

Inspection report for early years provision

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Inspector

Penny Wood

Setting address

Stockbridge Road, Sutton Scotney, WINCHESTER,
Hampshire, SO21 3JW

Telephone number

01962 760566

Email

briony@eggdaynursery.com

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Egg Day Nursery is privately owned and was registered in December 2009. It operates from a detached, converted Methodist chapel in the rural village of Sutton Scotney, Hampshire. Children have access to an enclosed outdoor play area. The nursery serves a wide geographical area and is located near to major road links.

The nursery operates daily from 8:00am to 6:00pm, for 51 weeks of the year. A maximum of 69 children in the early years age range may attend the nursery at any one time, of whom, no more than 27 may be under two years old. There are currently 23 children on roll aged between six months and four years old. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language. The nursery provides funded early education for three and four-year-olds.

The nursery employs nine members of staff to work directly with the children. Of these, one member of staff has qualified teacher status and one has Early Years Professional status, five staff hold a suitable childcare qualification and two members of staff are currently undertaking a relevant training course. The nursery also employs a chef.

The nursery is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and participate in a wide range of activities within the nursery. Staff are very attentive and support children well, enabling them to make good progress within their learning and development. Good strategies, such as strong partnerships with parents are in place to ensure children's individual needs are met. The new premises are welcoming and very well resourced, with a high level of attention given to detail to ensure children benefit from an excellent learning environment. Good steps have been taken since registration to establish the daily routines and high quality practice.

What steps need to be taken to improve provision further?

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

- further develop strategies to ensure prompt engagement of all children within activities and play upon their arrival
- further develop strategies to develop children's awareness of diversity and the wider world.

The effectiveness of leadership and management of the early years provision

Children's safety is a high priority within the nursery. Staff have a good understanding of the child protection policy and procedures, ensuring they are able to take appropriate action when necessary. Very good systems are in place to ensure the premises are secure, with thorough risk assessments conducted to ensure the environment is safe for children. Emergency procedures are practised with children to ensure they are effective. Recruitment procedures are robust, ensuring staff are suitable to work with children. Staff undergo a detailed induction procedure, ensuring they have a good understanding of the aims and ethos of the nursery and their role and responsibilities.

Excellent strategies have been employed throughout the nursery to evaluate provision. Staff play a pivotal role in reviewing their routines and use information gained to make further improvements within their practice. In the short time since opening, good quality of provision has been established. The management are forward thinking and inspirational within their vision for the future and good steps are in place to ensure the promotion of continuous improvement.

The highly qualified staff work effectively as a team and are deployed well within the nursery. Staff are committed to further training in order to continue to develop their knowledge and professional expertise. They are motivated and clearly enjoy working in the purpose built modern environment. Management have paid attention to detail in the planning of the nursery, including the high levels of security, the effective use of space and the provision of high quality toys and equipment, most of which are based on natural products. The outdoor area includes imaginative use of equipment, such as large tractor tyres for children to climb on, a willow tunnel and a tepee for children to play in.

Inclusive practice is promoted well throughout the nursery, ensuring children's individual needs are met and they make progress within their learning and development. Good strategies are in place to support children with special educational needs and children for whom English is an additional language. Staff ensure children move on to the older groups only when they are emotionally ready. Younger children enjoy opportunities to play outside with the older children, which prepares them well for when they do move. Good strategies are being implemented to develop relationships with nearby schools, pre-schools and with childminders to ensure a smooth transition for children from one setting to another.

Partnership with parents is a strong aspect of the nursery. Management encourage parental involvement within the setting, for example, by joining the Egg Parents Association. Parents receive clear information about their child's day, with good opportunities for them to raise issues and to discuss their children's progress with staff. Parents have access to the nursery policies and procedures, which are readily accessible on the nursery website. Documentation, such as accident and medication records, are shared with parents ensuring they remain informed of events. Parents comment that they are very happy with the service the nursery

provides and feel confident to leave their children with the capable staff. They also comment on how their children are making good progress, are happy and gaining in confidence.

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

Children enjoy access to an excellent range of toys and resources. Low-level storage units promote children's independence and allow them to make choices and to follow their own interests. Staff enthusiastically welcome children into the nursery on arrival, however, although toys are readily accessible, some children take time to settle and engage in play. Activities and toys available on a daily basis encourage children's development across all areas of learning. Staff gain information from parents relating to the individual child, such as their likes, dislikes, routines and abilities. This provides staff with an insight into the child and supports them in meeting children's individual needs.

Staff working with the older children have a good understanding of how to promote children's learning on an individual basis, according to their interests and differing stages of development. Good systems are in place to observe children and to monitor their progress, with information gained used to plan for children's continuing progress. Due to the early stages of the nursery operating, staff working with the youngest children are concentrating on settling them into the nursery routines, while still providing a good range of learning opportunities through free play. Staff ensure parents receive ongoing information relating to children's achievements, both verbally and through daily diaries, which involves them with children's learning within the nursery.

Throughout the nursery, staff consistently talk to the children about their play, encouraging their use and acquisition of language. Staff respond positively to the babies, verbally acknowledging them when they use their emerging skills and using high levels of eye-to-eye contact. Staff adopt good strategies to manage children's behaviour with positive results. Children are encouraged to behave in ways that are safe for themselves and others. Staff encourage children to develop an understanding of safety. For example, on outings they talk to children about road safety. Outings enable children to observe the familiar world around them. Within the setting, they enjoy access to an appropriate range of resources that depict positive images of race and disability. However, staff are yet to encourage children's awareness of diversity through planned activities based on relevant and age appropriate topics.

The older children enjoy free access to the outdoor area, which is used as an extension to the indoor learning environment. They are enthusiastic in their play and play well with one another. For example, on choosing to play with the parachute, children came together to both wave the parachute up and down and to hide underneath. Following this activity, they congregated inside the willow tunnel, while a member of staff placed the parachute over the top. Children laughed in delight when the member of staff talked to them about going on a bear hunt. Children benefit from opportunities to be physically active, which promotes

their good health and encourages them to gain control of their bodies. They enjoy riding tricycles, running around and climbing the upright tractor tyres. Staff are supportive and deploy themselves effectively to enable children to take some risk, yet within a safe environment.

Babies and toddlers also enjoy daily opportunities to benefit from being outside. They enjoy playing with musical instruments, small seesaws and soft play equipment. Staff are supportive and help children to climb on and off equipment. They consistently offer praise and encouragement, which promotes children's confidence and self-esteem. Staff are attentive in ensuring children wear hats and sun cream and the babies sit in the shaded areas of the garden in order to protect them from the sun. The excellent provision for children's dietary needs also promotes their good health. The nursery employs a chef who provides a mouth-watering menu of home cooked foods, with an emphasis on healthy and organic options, using seasonal and ethically produced products.

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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