

Advantage Day Nursery

Inspection report for early years provision

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Inspection date	04/05/2010
Inspector	Helen Penticost / Teresa Elkington
Setting address	Advantage Day Nursery, 228 Red Lion Road, Surbiton, Surrey, KT6 7QD
Telephone number	020 8391 3737
Email	
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*.

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

Advantage Day Nursery is run by Advantage Day Nursery Limited. It opened in 2003 and operates from a large purpose built detached premises. It is situated in Tolworth, Surrey. The nursery is open each weekday from 7:45am to 6pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 169 under eight years children may attend the nursery at any one time, of these 69 may be under two years. There are currently 238 children aged from six months to under five years on roll. Of these, 95 children receive funding for early education. Children come from a wide catchment area. The nursery currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language. The nursery employs 73 members of staff. Of these, over 80% hold an appropriate early years qualification and seven are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a fully inclusive and welcoming environment where the staffing team recognise, support and value each child as an individual. They make good progress in their learning and development through the effective systems that are in place. A main strength of the setting is their approach to working in partnership with parents, which enables them to become equal partners in their child's care and learning. Extremely well focused plans for self-evaluation and improvement enable positive outcomes for children at all times. The setting is lead and managed by a well established team who provide consistency and stability.

What steps need to be taken to improve provision further?

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

- ensure that explanations are given to children as to why their behaviour is unacceptable
- ensure that hand washing routines prevent the possible spread of infection and cross contamination
- ensure that children are fully engaged in worthwhile activities at all times.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded at all times, due to the effective procedures and the staffing team's clear understanding of their roles and responsibilities in protecting

children. Robust recruitment and vetting procedures are in place which ensures the continuing safety of the children. The setting undertakes regular risk assessments including the evaluation of accident records to ensure that the building, equipment and resources are fit for purpose. All required records are in place and well maintained and are stored effectively to ensure confidentiality. Staff promote children's understanding of keeping themselves safe, for example, they regularly participate in fire evacuation drills. Procedures are in place to support children's health needs, however, hand washing routines do not always prevent the possibility of cross-contamination.

The setting has a very strong commitment towards continuous improvement, which is shown through the rigorous self assessment detailing the exceptionally well targeted plans for the future improvement of the nursery. Staff influence policy changes through their attendance at regular team meetings, where they have opportunities to discuss new policies, such as the use of cameras and mobile phones within the nursery. A highly effective training program is in place providing many opportunities for the staffing team to develop their professional status. Children have access to good quality resources and equipment which are supportive of their individual needs. For example, the development of the garden is evolving following a staff member's visit to nurseries abroad. Children access differing areas within the setting to enhance their learning and development for example, the sensory room, the jungle gym and the library. Staff are well deployed within their roles at the setting, however, some staff do not always engage themselves fully to ensure that children are fully involved in purposeful play at all times.

The setting is able to fully support children with special educational needs and/or disabilities and for whom English is an additional language. Good links are made with external agencies to ensure that the child's specific individual needs are highlighted and met by the staffing team. Resources enable staff to aid children's understanding of the wider world as well as their immediate community. For example, signs within the bathroom about hand washing routines are written in several languages enabling all children to have a strong sense of belonging. Effective procedures are in place to support children who attend another early years setting and for those moving on to primary school, which ensures continuity and consistency of care and learning. The partnership with parents is outstanding and there are highly effective links and communication systems in place. Parents comment with positive enthusiasm as to how their children are supported and nurtured and written feedback received states that 'Advantage combines a very friendly, warm and caring environment with high levels of professionalism.' Parents have access to an abundance of well presented information about the Early Years Foundation Stage, through notice boards, newsletters and consultation evenings.

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

Children's starting points are clearly identified which enables staff to plan effectively for their individual needs. This ensures that they make good progress and enjoy their learning. Children have access to a child orientated setting where

their own work is effectively displayed in abundance. For example, they draw critical self portraits and create colourful still life paintings. They independently select their own resources which enables them to follow their own interests and desires. Children are beginning to attend to their own personal needs such as putting on their coats and accessing snacks and drinking water as they require.

Children readily seek support and guidance from the staffing team and an effective key persons system is in place, which ensures that children's needs are met fully. They are beginning to develop an awareness of how to keep themselves safe. For example, they are enabled to take risks in safe surrounding with staff support, such as cutting with scissors. Children gain an understanding of the importance of adopting a healthy lifestyle. They access outdoor play on a daily basis, as well as taking part in physical activities, such as music and movement sessions. Babies are well supported as they begin to pull themselves up to a standing position and as they cruise around the furniture. Children benefit from the provision of freshly prepared meals and snacks which take into account their own dietary requirements. Weaning programs are applied in consultation with parents and stringent sterilising systems for the preparation of milk formulas are followed.

Children generally behave well, make friends and are able to socialize as part of their group. However, due to the lack of explanations given to children as to why their behaviour is unacceptable, they do not develop an awareness of the consequences that their actions may have. Children are helped to develop their sense of belonging in their immediate community. For example, they discuss new arrivals within their families and also create displays, which are reflective of their family lives. Children are engaged in many activities to help develop their skills for the future. They have independent access to a good range of information and communication technology equipment and ample opportunities to develop and practise writing skills even at a very young age. All children have access to role play equipment, where areas are traditional home corners as well being transformed to create scenarios such as the 'planting shed'. Within this area children freely access all planting resources including differing size pots, labels and seeds. This enables children to have first hand experiences without any repercussions if they make a mess. The ethos of the setting enables positive outcomes for all children and their families.

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	1
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	1
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	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