

# Natures Nursery (Ascot)

Inspection report for early years provision

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**Unique reference number** EY404137  
**Inspection date** 02/07/2010  
**Inspector** Hazel Farrant

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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

Nature's Nursery (Ascot) was registered in 2010. It is privately owned and operates from a converted two storey building in Sunninghill, Ascot, in Berkshire. The children have access to play rooms on the ground and first floor levels of the property. All children share access to a secure outdoor play area. The nursery is open from 8am to 6pm Monday to Friday all year round, except for bank holidays and Christmas. Children are able to attend for a variety of sessions. With prior arrangement the nursery offers care from 7.30am until 6.30pm. The nursery is registered on the Early Years Register and cares for a maximum of 60 children at any one time. The nursery is also registered on the compulsory part of the Childcare Register. There are currently 97 children within the early years age group on roll, some in part-time places. The nursery provides support to children with special educational needs and/or disabilities. There are 17 members of staff, nine of whom hold appropriate early years qualifications to at least NVQ at level 2. Currently at least half of the staff hold a valid first aid certificate. The setting provides funded early education for three- and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision effectively meets the needs of children in the Early Years Foundation Stage well. Practices are fully inclusive and staff take account of children's individual needs throughout their routines, policies and procedures. Each child is viewed as a unique individual and staff ensure that an accurate picture of every child and family is gathered prior to admission. A good range of structured and informal play opportunities are provided to help children make good progress in their learning and development. A self-evaluation procedure is in place and this supports staff in planning for improvement and reflecting on their practice. There are many worthwhile plans in place to continually improve the setting in all areas.

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

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

- further secure existing risk assessments with particular reference to low electric sockets and checking the safety of the outside environment
- continue to develop systems to ensure knowledge gained from observing children is used effectively so that records of children's progress clearly show the actual stage of development they are at in relation to the stepping stones of the early learning goals to support children to reach their full potential
- review the procedures followed to minimise the risk of cross infection, in particular regard to hand washing.

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

There is a sound understanding of how to safeguard children and staff understand their roles and responsibilities. A record of all visitors to the nursery is maintained and all staff have completed vetting checks. The effective maintenance of all the required policies, procedures and records contributes to the safe and efficient management of the setting. Daily records such as the register are up to date and accurate, and are shared with parents where appropriate. The manager and staff have high expectations and strive to provide a very high quality provision. Staff work together extremely well and there is an exceptionally strong shared ethos and understanding of future development. The staff team is well trained and very keen to continue with their ongoing professional development.

Staff work extremely well together as a team to ensure that all children continue to receive a high level of care throughout the day. Good use is made of space and resources to provide children with a variety of play and learning opportunities. The outside area is a haven for children to learn and explore. The nursery is keen to offer a 'forest school' and plans are in progress to offer this in the near future. This will further develop the wonderful opportunities for children to play and learn in a lovely open natural environment. Other plans include providing a 'hay loft' and a sensory garden. Staff are able to reflect on their practice through a process of self-evaluation and this is effective in supporting continuous development and ensuring the setting provides high quality care and education. Staff are aware when children also attend other settings. Links are already in place with other providers of the Early Years Foundation Stage to ensure that all relevant information on development and welfare is exchanged on a regular basis. Parents speak highly of the standard of care their children receive. Communication is good; newsletters, notice boards, diaries, verbal feedback and children's development records ensure parents are kept well informed.

Risk assessments are carried out to ensure that children are cared for in a safe and secure environment. For example, a step has been added to assist children exiting into the garden. However, low electric sockets are accessible in a number of the rooms and areas used by children. In addition to this, although the compost area is fully enclosed, the gate needs further securing. Staff are vigilant to check the outside environment. For example a piece of glass was found in the woodland area on the day of inspection, it was immediately removed by a member of staff to ensure children's safety. Inclusive practice is fully embedded into all areas of the setting. Staff work very closely with parents to develop a good understanding of the needs of each child. Activities, resources and routines are adapted to ensure that they support all children in feeling a valued and fully included member of the setting. The nursery is extremely clean and tidy and generally most staff follow good hygiene procedures. However, not all staff are vigilant in washing their hands after helping to wipe children's noses.

Staff regularly observe children in order to identify their next steps in the six areas of learning. Planning is in the process of being reviewed to ensure observations are used to inform future planning for individual children. Children are making good progress; the knowledgeable staff know the children well and can verbalise how

each child is progressing. However, there is no current method to clearly show the actual stage of development they are at in relation to the stepping stones of the early learning goals to ensure they reach their full potential.

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

Children are extremely happy and confident because their individual needs are met effectively; children are thoroughly enjoying their time in the setting. Even those who are still settling in forget their tears and become engrossed in the activities on offer. Staff are enthusiastic about working with children and are fully committed to helping every children make good progress in their learning and development. A good balance of adult-led and child-led activities supports children in becoming active learners; children are free to choose the activities and resources which interest them. Good use is made of the outdoor environment to provide all children play, learning and exercise opportunities. Children practise a wide variety of skills as they slide, balance, climb, run and hop. All children have excellent opportunities to learn and play in the outside area. Activities are set up attractively to engage children in purposeful play. For example, children are able to access a large sand pit housed in a wooden outdoor structure. They pretend they are at the seaside while making sand castles and describing the texture and feel of the sand. Water play is a firm favourite with young children as they bath their dolls and role play being parents. Children are able to spend quality time at their chosen activity. They have good opportunities to learn about the natural world as they help to care for small animals, birds and plants. For example, when they collect eggs from the chicken run, feed the rabbits and guinea-pigs and help tend the vegetables and plants in the kitchen garden.

Children have good opportunities to develop social skills as they chat together at mealtimes and talk to adults about significant events at home. They understand the need for good manners and say please and thank you at appropriate times. In addition to this, they understand the importance of listening to others when speaking or singing to the rest of the group as they remind their peers about good manners. Children learn to become independent as they manage their own hygiene routines and help to serve themselves at meal times. Children enjoy reading books, alone and with an adult. Some children make connections between sounds and letters of the alphabet and have daily opportunities to practise their mark making skills in a variety of ways. Children develop a good knowledge of shapes and colours through everyday routines as well as focused activities and games. They are able to express themselves through art, music and movement, with daily opportunities to explore colour, texture, pattern and sound. Babies' needs are met very well; the experienced staff know the children in their care extremely well. The caring staff respond to their needs effectively as they follow individual routines which have been thoroughly discussed with parents at the start of the placement and on an ongoing basis.

Children learn how to keep themselves safe through activities such as fire evacuation practices and learning how to safely walk up and down the stairs. Children understand the need to wash their hands before meal times as they may

be 'dirty'. Children learn to make healthy choices as they enjoy very healthy and nutritious snacks and meals which are freshly prepared on site. They have good opportunities to lead their own play which helps children to develop good learning habits. Staff act as good role models and they encourage children to develop good behaviour through sensitive support. Children are helped to gain skills throughout their time in the nursery which help contribute to their future economic well-being.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

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

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