

Park Families Warren Park Nursery

Inspection report for early years provision

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Inspection date 17/09/2010
Inspector Michele Beasley

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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*.

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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

The nursery opened in 2003, and is situated in Sure Start buildings within the grounds of Warren Park Primary School in Havant, Hampshire. The setting serves the local community and surrounding areas. It is run by a voluntary management committee. The nursery is open each weekday from 8am to 6pm and is able to offer sessional and full day care. There are enclosed outdoor areas for continuous provision.

The setting is registered under the Early Years Register and the compulsory parts of the Childcare Register. A maximum of 108 children may attend the setting at any one time. There are currently 127 children on roll, of whom 37 children aged two to five years are funded and 15 children aged two years. The nursery is open Monday to Friday, all year round apart from a week at Christmas. The provision supports children with special educational needs, and children with English as an additional language.

The staff team are made up of 29 experienced and mostly qualified practitioners, and five bank staff. Most staff hold a valid first aid, child protection and food hygiene qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery maintains continuous improvements by self-evaluating and addressing the recommendations raised at the last inspection. This in turn offers a service which responds well to children's needs. The children settle and have good relationships with staff who value the close working partnership they develop with parents. Staff treat the children with warmth and respect in a safe environment, this fosters children's independence. Dedicated staff show respect for all individuals associated with the nursery and make them feel part of the group. Clear policies and procedures are implemented effectively to ensure the children are safe and secure. Children are making sound progress towards the early learning goals. However, programmable toys and equipment are limited, and children have little experimentation with mathematical language through simple activities and a selection of objects.

What steps need to be taken to improve provision further?

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

- create opportunities for children to experiment with a number of objects, the written numeral and the written number, and develop this through matching activities with a range of numbers, numerals and a selection of objects

- provide a broader range of programmable toys, as well as equipment involving information and communication technology, such as computers.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as adults are appropriately vetted. Children are never left alone with unvetted people and secure systems are in place for the recruitment and induction of new staff. All staff have written job descriptions so they are aware of their roles and responsibilities and have detailed staff handbooks to remind them of the policies and procedures to safeguard children. The manager undertakes appraisals on a yearly basis and uses these to identify if staff require additional training or further development. Visitors are accompanied whilst in the nursery and staff ratios are maintained throughout the day to ensure children receive appropriate levels of supervision. Each room has a register to record children's times of arrival and departure; these are completed accurately so show a true picture of who is on the premises. Systems are in place to maintain tight security to and from the building and documentation is stored securely.

Practitioners' understanding of child protection procedures is good and they fully understand their responsibility to report any concerns. They organise the learning environment well and ensure that children can move freely and gain easy access to the good range of interesting resources. Practitioners ensure that children are provided with an inclusive environment and that they learn about valuing each other's differences. They also ensure that access to the premises is secure and that all adults sign in when they visit the setting. A detailed sound range of policies and procedures are in place, and documentation and records are completed to ensure children's health and safety needs are sufficiently well met. Risk assessments are in place. Children are eager to help and quickly respond to requests from staff when it is tidy up time, they work cooperatively with peers to get the job done quickly. Staff then promptly praise them, which promotes self-esteem. The effective deployment of the staff team enables children's learning to be actively promoted and their progress is monitored through use of regular observations.

The nursery has conducted a self-evaluation and have yearly action plans to identify areas of improvement such as improving the outdoor area. The setting has completed the recommendations made at the previous inspection in full. For example, children's work is displayed abundantly in the nursery and registration records are detailed appropriately. Children benefit from being able to access many of the resources independently. Toys and equipment are relevant to the age ranges of children in each room and reflect positive images of diversity. Parents of young children receive written daily feedback about sleeps, meals and nappies and all parents receive verbal feedback each day about how their children have been. They are able to talk to their children's key worker at any time and have access to their children's records on request. Parents are able to make contributions to the records and share information about their children's progress. Information about the children's individual next steps is shared regularly with parents to fully involve them in their children's learning.

Good systems are in place to support children who have special educational needs and strong links have been developed with other agencies to ensure children's individual needs are being met. For example, portage workers and speech therapists work closely with the staff, developing strategies to fully support the children. Children also benefit from staff attending additional training, such as Makaton. Links are in place with other providers of the Early Years Foundation Stage to ensure children who attend more than one setting receive consistent care and learning. Children's transition into school is supported and children visit the adjoining and local schools to build their confidence in preparation for the future changes. The reception teacher also visits the setting to develop relationships with the children, ensuring the transition to school runs as smoothly as possible.

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

Children are happy, settled and many have good levels of confidence and self-esteem. They quickly settle to the routines of the day and independently make choices from the wide range of resources available. Practitioners work hard to provide an interesting and stimulating learning environment. Resources and activities are laid out in learning areas, and posters and children's work clearly displayed. As a result, the environment is interesting and welcoming for all children and they know exactly which activities are available each day. They happily and confidently initiate their own learning as they problem solve by putting different sized guttering together to race toy vehicles down in the outdoor area.

Babies are confident, responsive and well settled as they independently explore their toys and resources with staff's attentive and caring support. Staff encourage young children's communication skills by maintaining good eye contact with them as they talk to them. They look at books together and staff model language for children to repeat. Children reflect how they feel valued as they welcome other staff members enthusiastically when they visit their rooms and know their news is of great interest to them. Staff generally promote children's self-esteem through recognising their individuality and praising their efforts.

Staff carry out observational assessments of children's learning which informs their individual learning journeys, observations are consistent and they cover all the areas of learning. Therefore, children's next steps are identified to inform the planning. This information is used to promote children's learning aims through adult-led and child-initiated activities. Staff know the children well, which together with their understanding of the Early Years Foundation Stage (EYFS), helps children make progress their learning and development. However, children have little experimentation with mathematical language through simple activities and a selection of objects.

Children move freely between the indoor and outside environments often taking resources with them to enhance their play, such as various sized tins to play rhythms on using their painted wooden cleaves. Activities are sometimes planned by practitioners and at other times are requested by the children themselves.

Observations and assessments are recorded in detail for each child. Planning and assessment records link clearly to the EYFS areas of learning and identify the next steps in individual children's learning to ensure that children are making the best possible progress. Practitioners' close support and interaction ensures children have sufficient challenge and develop new understanding, which leads to them making good progress towards the early learning goals.

Children have opportunities to mark-make, developing their emergent writing skills in a variety of ways and handle books correctly. They show an interest in the book, song and letter of the week. Children express themselves creatively during art and craft activities and create their own characters during role play. Children learn about the living world as they observe a hamster and watching the life cycle of a butterfly. Children enjoy outings to pick blackberries, they wash the berries and make a blackberry crumble for tea in the nursery. Children explore different textures as they use a range of media, such as play dough, jelly cubes, hard pasta and shaving foam. They use some programmable toys, such as Bee-bots, to develop their understanding of technology, however technology is limited throughout the nursery. The setting have identified this as an area to improve.

Children learn the importance of keeping themselves safe through discussions and routines. For example, children know they should not run inside the nursery and they practice regular fire drills. Older children are able to describe what happens during a fire drill, showing they have a good understanding of the procedures to follow in the event of an emergency. Children are developing good self-care skills and wash their hands at appropriate times to help prevent the possible spread of infection. Older children brush their teeth after meals. They have access to the outdoor play area throughout the session, reaping the benefits of the fresh air daily. Children ride wheeled toys around promoting their physical development well. Children talk about the types of food that are good for them during snack time and are provided with a range of fresh fruit and vegetables. Children behave well and staff implement the clear rules and boundaries consistently, helping the children to develop an understanding of right and wrong.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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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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