

Community Childcare Centres

Inspection report for early years provision

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Inspector

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Setting address

Waite End Day Nursery, Mill Road, Waterlooville,
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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

Waite End Day Nursery opened in 2001. It occupies two separate buildings with a shared outside learning area within the premises of Waite End Primary School in Waterlooville, Hampshire. The out of school care operates from the same site and, in addition, uses the school's outside facilities for sporting activities. The out of school care opened in July, 2003. Both provisions operate under the umbrella of The Community Childcare Centres and are managed by a board of trustees with a group manager who is responsible for overseeing all the centres.

The nursery is on the Early Years Register, the compulsory and voluntary parts of the Childcare Register and has links with the school on site. The nursery receives support from a teacher from the Early Years Development and Childcare Partnership.

The breakfast club is open from 8am to 8.45am each morning. The after school club is open every afternoon during the school term from 3.15pm until 6pm. Children attend from several schools nearby as well as the host school. Holiday play schemes operate during school holidays with the exception of Christmas week; care is offered from 8am until 6pm. The nursery is open for 51 weeks of the year from 8am until 6pm. Breakfast and lunch is available and is cooked on the premises. The accommodation, which is in two separate buildings with a shared outside learning environment, includes several rooms for babies, toddlers and pre-school children as well as sleep rooms, offices and staffrooms.

There are currently 90 children on roll altogether. There are 24 children under three years of age on roll. The maximum number of registered places is 138. The setting welcomes children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 22 members of staff employed altogether. Of these, two members of staff are studying for a Foundation Degree. The manager and 15 others have a National Vocational Qualification at level 3 or its equivalent and one has a Level 4. Other members of staff are working towards Level 3 qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Provision is good and the nursery, the breakfast club and after school club meet the needs of all babies and children well. All groups of children are welcomed warmly and nurtured very effectively by staff. The systems in place are efficient and ensure that children make good progress. All routines in place to ensure the security, health and safety of all children are outstanding. The issues identified for improvement at the last inspection have been dealt with efficiently. The manager and her deputies show a good commitment to continuous improvement and the capacity to improve is good.

What steps need to be taken to improve provision further?

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

- ensure that all key workers identify those very small steps in learning that children need to take in order to sustain and accelerate their current good progress

The effectiveness of leadership and management of the early years provision

Leadership and management are good at embedding ambition and driving improvement. All staff work exceptionally well as a team. This ensures excellent liaison between all deputy managers and leaders. There is a strong commitment to continuous improvement. As a consequence, the training of staff to ensure their professional development is a high priority. Required policies and procedures are regularly updated and reflect the very high expectations placed upon children's safety. Extremely robust systems are in place for recruiting and checking the suitability of new staff. As a result, safeguarding is outstanding.

Self-evaluation involves all staff and provides an accurate diagnosis of the strengths and weaknesses of the settings reflecting monitoring and analysis that are insightful and accurate. Actions taken by the setting are well chosen and carefully planned, so that the impact is evident in the progress children make. Good opportunities are given to key workers to concentrate on individual children to ensure their needs are being met. They observe children and identify what they need to learn next. They make notes to ensure that all children have appropriate opportunities to move forward in their learning. The next step is for staff to focus on the very small steps in learning to sustain children's good progress and accelerate it further.

Resources are of good quality and well deployed. They are plentiful and used in imaginative ways to support children's good progress and achievement. All practitioners respect the diversity of the different backgrounds represented within the settings and are good at ensuring equal access for all. For example, staff are trained to ensure that children identified as having special educational needs and/or disabilities are fully included and supported. Partnerships with others are good. Good links with the children's centre located on site and good partnerships with initiatives, such as Portage and Home Start, mean that all babies and children thrive and move forward quickly in their learning.

Links with parents and carers, childminders and the host school are good. Parents are enthusiastic and say, for example, 'The staff are very experienced and I know my child is in safe hands'. The teacher from the Early Years Development and Childcare Partnership has, for example, organised meetings for parents and carers of children about to start school to inform them of new approaches to learning.

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

The practitioners' good knowledge of the Early Years Foundation Stage requirements means they are skilful in helping children progress well in their learning both in and out of doors. They talk very knowledgeably about the children in their key worker groups and plan enjoyable and challenging learning opportunities for them. As a result, children are happy, feel exceptionally safe and remain actively engaged. They make good progress and achieve well, including those who find learning difficult, because they are well catered for and supported.

Practitioners are patient with toddlers or babies who find parting from their parents difficult. They form excellent relationships with the babies who show by their positive responses that they are very content. Babies enjoy standing up and exploring their environment in safety. They gain in confidence when walking, using a safety rail, to look at what the other children are doing. Toddlers too, are encouraged to explore for themselves and the key worker role is developing well and ensures continuity in these young children's care routines.

Adults use questions well to encourage children to talk about their learning and to extend their vocabulary when playing alongside them. As a result, they make good progress in their speaking and listening skills. They are many opportunities for them to count, solve problems and explore materials. For example, children enjoyed filling jugs with water and pouring it down guttering set at different heights and angles. This adds much to their understanding of number and their confidence at using mathematical vocabulary in everyday situations.

Children's creativity is supported through a wide range of activities, such as learning sounds of letters and number through songs, rhymes and dance. They also learn to keep themselves safe as they listen and carry out simple instructions. A group of children were asked, for example, to balance on a row of tyres learning how to control their movements. They are encouraged to follow effective hygiene routines, such as washing their hands and have an excellent understanding of why this is important. There is a good balance between indoor and outdoor activities. Children enjoy the fresh air and develop their physical skills well using a wide variety of resources and activities.

Children eat healthy and nutritious snacks and main meals that are freshly prepared on the premises. Children have an excellent understanding of healthy eating and hygiene through discussions with staff and through helping to prepare food. Younger children learn to use knives and forks and enjoy helping to clear away. Babies and toddlers have a nap after lunch while the older children enjoy taking part in activities, such as puppet shows when they make up their own speaking parts. Language skills move forward exceptionally well during these sessions.

The children who attend the breakfast and after school club benefit from well-trained adults who know their needs well. The activities are well matched to the

differing needs of the age range and their stages of development. They are happy, relaxed and enjoy attending and are well behaved. They get involved in various activities and are keen to participate in regular routines, such as preparing drinks and snacks. Practitioners plan a good range of activities that meet the requirements of the Early Year Foundation Stage well.

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	1
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

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	1
The extent to which children adopt healthy lifestyles	1
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