

Nemo's Nursery and Pre-School

Inspection report for early years provision

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Inspector	Brenda Flewitt
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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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Description of the setting

Nemo's Nursery and Pre-School was registered in 2010. It operates from a converted house in a residential area of Poole, Dorset. The children are accommodated on two floors, with the younger children on the first floor, accessed by a flight of stairs. There is a separate sleep room available, and an enclosed garden for outdoor play. The nursery is open Monday to Friday from 8.30am to 5pm for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 39 children may attend at any one time, of whom 15 may be under the age of two years. There are currently 24 children on roll.

The nursery employs a team of seven staff, including a qualified manager. All staff hold an early years qualification to level 3; some are currently studying towards a degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe, secure and welcoming environment by a team of dedicated staff. The excellent relationships with parents contribute to staff knowing children well, which enables them to meet individual needs effectively. Children are involved in a good range of activities, both inside and out, that help them make good progress in their overall development. Self-evaluation methods are successful in identifying areas for development, and staff are committed to developing their roles to further improve children's experiences.

What steps need to be taken to improve provision further?

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

- broaden the range of daily outside activities to promote all areas of learning; enabling children to make spontaneous choices and extend their own play
- extend the variety of sensory experiences for younger children, to include exploring more natural and everyday objects
- promote further children's growing independence in practical skills such as preparing and serving their own food drinks.

The effectiveness of leadership and management of the early years provision

Staff work very well together as a team. They have clear roles and responsibilities and communicate effectively, which provides good support for children's safety,

welfare and development. The good organisation of the day means sessions run smoothly, therefore, children know what to expect and feel secure. Staff have a good understanding of their responsibilities in safeguarding children, which includes recognising signs and symptoms of abuse and the procedures to follow if there are concerns. Detailed risk assessments ensure that children play in a safe environment, both in the nursery and when on outings. All records are well organised, completed clearly and stored confidentially.

The newly converted premises offer spacious accommodation for the different age groups, with a good range of resources. The indoor play equipment is well organised to enable children to select for themselves. However, the outdoor environment is not always utilised effectively to fully promote all areas of children's learning. Children currently benefit from small groups and high adult-to-child ratio; staff know the children well as individuals, which results in children's needs being met effectively. Children start to develop an open attitude to people's differences as they use resources that reflect positive images of diversity. They take part in local community projects, which contributes to their awareness of the differences in the way people live.

Staff promote excellent working partnerships with parents. They supply comprehensive information about the setting by way of a detailed prospectus and welcome pack, regular newsletters, notice boards and a nursery website. Parents are fully involved in the assessment system for their child's progress. They contribute through weekend diary sheets, which feeds into planning activities according to children's interests. Staff make themselves available to share verbal information on a daily basis, which is supported via daily diaries. Ongoing dialogue is established with other settings that children attend, using communication books to share information to support children's welfare and development.

There are successful self-evaluation methods in place, which include regular staff meetings, staff appraisals and monitoring systems such as accident records. Recommendations from early years advisors are acted on, with a clear action plan in place. Staff are committed to developing their own roles through training and study, which results in improvement in the children's experiences whilst in their care.

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

Children are happy, settled and secure and enjoy their time at the nursery. They develop a good sense of belonging as they see their artwork and photos of themselves displayed. Children make good relationships with staff and one another. They behave well. Young children learn to take turns and help pack away toys when they have finished playing with them. They are encouraged to display good manners, and receive regular praise and encouragement for their effort and achievement, which helps boost their self-esteem and confidence.

Children's learning involves a good range and balance of adult-led and self-chosen

activities. From a young age, children use their senses to explore a variety of materials including paint, glue, corn flour, water, pasta and mashed potato. For example, a child is fully engaged in transferring dry pasta from one container to another, looking at differing amounts and using their imagination as they pretend to eat a meal. Toddlers like to explore with paint using their hands and feet, feeling the texture and making marks on paper. However, there are limited resources for babies to investigate natural and everyday objects. Throughout the nursery, children are developing good communication skills and language. From a young age, they are confident in making their needs known, as they can be sure of a friendly response from staff. Children develop an awareness of number through games and counting in everyday situations, for instance, as they climb stairs. Children learn about aspects of the world around them as they go for walks to the beach, or a local library where they are involved in the process of borrowing books. Overall, staff have a sound knowledge of the Early Years Foundations Stage and how to help children learn through play. Key workers implement a clear assessment system to help children make good progress in their learning.

Children enjoy a healthy lifestyle. They learn good procedures for their own personal hygiene and make choices from nutritious options at meal times. A hot lunch is provided using freshly cooked ingredients. At snack time, children choose from a selection of fresh fruit, which is prepared by staff. Children have daily opportunities for fresh air and exercise to develop large muscle skills. Outside professionals tutor specific exercise sessions, such as yoga and tennis. Children learn about aspects of their own safety through discussion and the good example set by staff. This includes matters such as sun protection, road safety, and how to move around safely when inside and out.

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	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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