

West Byfleet Nursery

Inspection report for early years provision

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Inspector	ISP Inspection

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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

West Byfleet Nursery opened in 2010 and is managed by West Byfleet Nursery Limited, a committee based organisation that has very close links to the local infant school. The nursery is registered by Ofsted on the Early Year Register and compulsory part of the Childcare Register. A maximum of 72 children may attend the nursery at any one time. It operates from four main room bases within a single storey building on the West Byfleet Infant School campus. There are two extensive large outdoor play areas. There are currently 97 children on roll, including 66 children in receipt of nursery education funding. The setting supports children with special educational needs and/or disabilities and those with English as an additional language. Opening hours are from 8:30am to 3:30pm Monday to Friday during term time only. There are 11 staff members who work with the children and, of these, seven have an early years qualification to level three with four staff first aid trained. There is one member of staff with Early Years Professional Status and another working towards this. The setting receives support from the Early Years Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff work very effectively together to provide children with a positive, stimulating, play and learning environment. Children are very happy and are making good progress with their learning and development. Inclusive practice is positively promoted within the nursery and all children are included and welcomed. Staff have a good understanding of children's individual needs and sensitively support children to achieve. The nursery's capacity for continuous improvement is very good. Management and staff monitor and evaluate practice on an ongoing basis and plan for development to ensure outcomes for all children are continually improved.

What steps need to be taken to improve provision further?

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

- improve children's development records by clearly tracking their progress in each learning area
- provide opportunities for children to develop and use their home language in their play and learning.

The effectiveness of leadership and management of the early years provision

Management are knowledgeable and enthusiastic and provide good leadership for staff as they all work cohesively together to provide a friendly, fun atmosphere in which children can learn through play. Children are respected as individuals and given time to learn and explore at their own pace. Their welfare is very effectively safeguarded. All staff have had safeguarding training and are confident with the procedures to follow with any concerns. Staff ensure ratios are adhered to at all times and children are well supervised. The premises are kept secure, visitors are recorded, and the nursery has a detailed safeguarding policy to support their practice. Risk assessment records are maintained and staff undertake daily recorded safety checks of the nursery environment. Children turn readily to staff for support showing they feel safe and secure in their care. The nursery is well organised with a good range of activities and resources set out daily which children can freely access to promote skill development in all areas. Children enjoy being able to play and learn both inside and outside in the fresh air, as they choose.

The nursery work in close partnership with parents and others, as appropriate, to ensure children's individual needs are well known and consistent practice applied to meeting them. Parents are kept informed about their child's learning and development and about nursery life through, for example, verbal discussions and information displayed. Parents are positive in their praise of the nursery and its staff who they consider 'without exception, have proved to be superb'. The nursery is committed to further developing its practice and welcome feedback from parents either verbally or via the parents suggestions and comments box. Staff have identified improvements they would like to make, which include further developing planning and assessment records, and they work closely with their local early years advisors to implement positive changes. Professional development for staff is supported and ongoing.

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

Children engage in active learning and purposeful play during nursery sessions. Staff have a good understanding, gained through regular observation, of children's abilities and individual learning needs and use their observations to inform the planning for each child's continual development. Evidence of children's learning is maintained in scrapbooks and Surrey learning journey records are on file, although these have not been updated to clearly track each child's development linking to their next steps identified on planning records. Staff use opportunities effectively as they interact with children during play to further develop children's knowledge and skills. For example, they encourage children playing with beads to count the number they have and they ask children questions during play to make them think. Children behave very well as they are well occupied and challenged by the

activities provided. They play amicably together and show positive attitudes to one another as they freely chat to each other and share resources. They develop a sense of belonging and ownership of their nursery as their artwork is displayed and their coat pegs and drawers labelled with their names. They play safely and understand they have to take care when using scissors as they can be dangerous. They become aware of how to keep themselves safe at the nursery through taking part in fire drills and listening to staff who remind them, for example, about not running indoors.

Children develop an understanding of a healthy lifestyle through regular exercise and a healthy diet. They understand routine hygiene procedures and wipe their nose when necessary and wash their hands after messy play and before eating. They enjoy fruit and a drink at snack time and further develop their knowledge of healthy eating through planned activities. They use a range of tools to aid their fine motor development, such as scissors, brushes and glue sticks. They have fun outside as they competently and skilfully ride around on wheeled toys, carefully weaving around the playground. Daily calendar activities reinforce and further develop children's understanding of the passage of time and sequence of the days of the week. They know the season is autumn and that the leaves will fall from the trees and change colour. They are confident with counting and count the number of legs on a toy bear and the number of spots on large wooden floor dominoes. They absorb themselves in creating their own models from wooden building blocks. They work out which pieces to use as ramps in their model and which sizes they can successfully stack to build towers. Children are confident and sociable and enjoy listening to stories. Key word labels displayed in the nursery help reinforce their awareness of print carrying meaning, although these do not reflect all children's known languages. Children are well supported in developing their future skills on a daily basis. They have great fun playing musical instruments as they sing along to songs such as the 'Wheels on the bus'. They very enthusiastically bang drums and shake rattles and show an awareness of pitch as staff encourage them to play quietly and then loudly. Younger children have fun as they join in with action rhymes, such as 'Wind the bobbin up' and show an awareness of their body as they touch the corresponding part to the words in 'Head, shoulders, knees and toes'.

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

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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