

Kingsclere Day Nursery

Inspection report for early years provision

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Inspector Melissa Cox

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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

Kingsclere Day Nursery registered in 1986 and is part of a group of nurseries owned by Complete Childcare. The setting is located in a rural area on the outskirts of Wokingham, in Berkshire. It operates from a converted house and children have access to a secure garden area. The children have access to six rooms, of which two are based upstairs. The nursery is open Monday to Friday from 8am to 6pm, 51 weeks per year and is registered on the Early Years Register. There are currently eight staff working directly with the children; of these, one holds a level 6 qualification, one member of staff is working towards level 5 and three others hold level 3 childcare qualifications. The setting may care for no more than 24 children in the early years range and there are currently 50 children on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Care is provided for children in a warm, welcoming and inclusive setting. Staff successfully promote children's good health and welfare as the needs of all children are met through adults recognising and responding to the uniqueness of each child. The management team implements effective strategies and systems to ensure all staff engage in reflective practice and continuous professional development. This effectively drives and secures improvement, raising the overall quality of the provision and positively impacting on the outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a written record of all complaints and any subsequent action taken and ensure that the complaints policy contains the contact details for Ofsted (Safeguarding and welfare). 04/10/2010

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

- use information provided by parents and ongoing observations, to further identify children's starting points in their learning to ensure their individual needs, interests and learning styles are fully planned and provided for.

The effectiveness of leadership and management of the early years provision

Clearly defined safeguarding procedures and a rolling programme of related training ensure that staff knowledgeably safeguard the children's welfare. Effective recruitment and induction procedures ensure staff are suitable to work with children. All staff develop their practice through ongoing appraisals and continuous professional development opportunities such as staff quizzes, in house training events and instructional DVDs. Clear operational policies and procedures successfully guide the staff's practice in maintaining the children's well-being. Risk assessments are robust and ensure children's safety at all times. The management team has high aspirations for the nursery. Areas for development are clearly identified in order of priority and acted on accordingly, to ensure continuous improvement. The development plan and current practice and provision clearly demonstrate the positive impact improvements made to date have had on the outcomes for all children, and those for the future are well targeted to ensure further improvement.

Clear policies and procedures which are regularly reviewed are followed by staff and made available to parents through a variety of means. However, while the nursery has provided parents with information about the steps that will be taken in the event of a complaint, the policy lacks the contact details of Ofsted and the nursery have failed to maintain a written record of complaints. This is a breach of the welfare requirements. Any complaints or concerns are dealt with promptly by management and are fully investigated and resolved. An established partnership with other providers and external agencies promotes further continuity of care.

The staff create a stimulating, inclusive learning environment, inside and outside and children are motivated to investigate and explore. Successful grouping of younger children ensures they feel safe and secure within warm, caring relationships and this is evident as children readily seek out staff for comfort and support. Older children are forming friendships with their peers and play cooperatively, taking turns and sharing. The broad range of resources in the indoors are invitingly presented. They are organised effectively to provide defined areas of learning and enable children to move freely to select their chosen activity. The outdoor area is well used each day and new learning opportunities continue to be developed. A key person system supports the children's individual learning needs, and provides a point of contact for parents. There are good opportunities for parents to become involved in their child's learning through regular newsletters and parent's evenings. The nursery has developed effective systems to engage parents further, communicating daily events via 'twitter' or inviting parents in for a bacon breakfast roll to observe their children at play.

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

All staff have a good knowledge of the Early Years Foundation Stage learning and development requirements. They work closely, using a key person system, to meet each child's individual needs and the next stages in their development. Children are making consistently good progress in all areas of their learning. Good quality planning and organisation ensures that every child is suitably challenged by the learning experiences provided across the six areas of learning and that they are personally meaningful and interesting to them. Systems for gathering key information from parents effectively establish children's likes, dislikes, daily routines and home life, although systems for collecting information about children's starting points in their learning are less developed. Staff use this information well to promote consistency between nursery and home, and ensure that any observations of children's achievements are communicated daily to parents through the use of purple achievement books. This successful exchange of information ensures that staff are fully informed on what children enjoy in their home life and are able to plan a broad variety of stimulating and challenging activities.

Children are happy and settled and participate eagerly and with enjoyment in a safe and stimulating environment. Successful grouping of younger children ensures they feel safe and secure within warm, caring relationships and this is evident as children readily seek out staff for comfort and support. Older children are forming friendships with their peers and play cooperatively, taking turns and sharing. They are developing a good understanding and awareness of their local and wider community through the activities, experiences and resources provided and are learning to value and respect those who are different from themselves.

Signs, labelling and photographs around the nursery assist children with communication skills. For example, younger children can make choices about resources they want to play with from a large photo book, enabling staff to find the item for them. Children with English as an additional language are well supported as staff and children take part in weekly French lessons and incorporate what they have learnt into daily routines.

All children have daily opportunities for physical play and the outdoor area is particularly well resourced and creatively laid out to encourage children's imaginative play. Children take part in the 'Great Little Movers' programme which further supports their physical development as they learn to listen and follow instructions, while dancing, rolling and balancing. Staff play alongside children, skilfully supporting and extending children's learning through effective questioning and interaction. For instance, young babies are able to raise their sensory awareness as they experience play using cornflour or shaving foam.

Younger children ask for help in fastening their coats but staff encourage them to pull the zip up themselves, equipping them with skills for the future. Older children use mathematical language well in play and are developing good control and coordination skills as they explore capacity and volume through sand and water

play and learn to name and recognise simple shapes as they play with shape sorters. Children extend their vocabulary and communication skills as they chat to staff who are interested in what they say. They demonstrate emergent writing skills as they use resources in the mark making area and attempt to write their names on their work. Wall displays and posters indoors and outdoors help children's letter and number recognition.

Children are developing a good understanding of keeping themselves safe as they handle equipment safely and have opportunities to take risks as they climb and balance on equipment outdoors. They are helped to understand personal safety by being involved, for example, in the emergency evacuation procedure of the setting and learning how to transfer up and down the stairs in safety.

Staff successfully promote children's good health and well-being. Children adopt good hygiene practices to prevent the spread of infection. Staff support children's independence in their personal care skills, such as using the toilet. Meal times are social occasions during which children sit in small groups, taking time to enjoy their meal and each other's company. The meals children receive are of very good quality and are freshly prepared on the premises. Older children are encouraged to pour themselves a drink of water when they are thirsty and younger children are offered frequent drinks throughout the day in named beakers. Children show an interest in healthy foods and are beginning to grow and harvest their own produce in raised flower beds, demonstrating an ongoing commitment to sustainability.

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

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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