

Crawley Ridge Nursery

Inspection report for early years provision

Unique reference number EY412294
Inspection date 09/12/2010
Inspector Hazel Farrant

Setting address Crawley Ridge Infant School, Crawley Ridge, CAMBERLEY,
Surrey, GU15 2AJ
Telephone number 01276 676158
Email crnmanager@aol.com
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Crawley Ridge Nursery opened in 1998 and re-registered in 2007 and again in 2010. It is a privately owned nursery and access to the provision is at ground level. The nursery operates from a self contained classroom adjoining Crawley Ridge Infant School, in Camberley, Surrey. There are suitable toilet facilities on site and a fully enclosed outside play area. The nursery serves families from Camberley and the surrounding areas. The nursery is registered on the Early Years Register and cares for a maximum of 24 children at any one time. It generally accepts children from the age of two-years-six -months. There are currently 61 children on roll. Of these, 40 are in receipt of nursery education funding. There are procedures in place to support children with special educational needs and/or disabilities as well as those who speak English as an additional language.

The nursery is open term time only from 8.45am until 3.15pm. Children may attend all day or on a sessional basis, with or without lunch. Those children who stay for lunch bring a packed lunch from home. The nursery employs seven members of staff. Of these, six hold appropriate early years qualifications. There are three staff members who hold first aid qualifications. The nursery receives support from the Early Years and Childcare Service, and staff from Crawley Ridge School.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their play in a safe and secure environment where staff take time to know the children they are caring for in order to meet their individual needs, working alongside parents and carers. Toys and resources are easily accessible and promote the different areas of learning. Children are supported by caring staff that they turn to for support when required. The group evaluates the care that they offer, valuing children's and parents' opinions. A key strength of the provision is the excellent partnership with parents. The setting is continuously improving outcomes for children that attend and most legal requirements are met.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident (Premises, environment and equipment) 15/01/2011

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

- further develop a regular two-way flow of information, knowledge and expertise between other Early Years Foundation Year providers to help support and extend children's learning and development
- further develop the promotion of inclusive practice by displaying key words in children's home languages around the nursery learning environment.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding, they regularly complete training which ensures that they all have up to date knowledge. The staff are aware of their roles and responsibilities and know how and when to record information and how to use this to refer any concerns to the appropriate agency. This provides good safeguards for the welfare of children. The robust vetting procedures and the induction system for new staff ensure that all staff have a clear understanding of the procedures that support safe practice. All new staff are required to read the policies and sign to say that they have done so. The owner of the provision is also the full time manager; she ensures staff are fully supported in their role by a very good induction programme, regular staff meetings and yearly appraisals.

Although a full risk assessment is conducted and recorded, it has not been updated for over a year. In addition to this, the record does not include information on who conducted it, date of review and any action taken following a review or incident. This is a legal requirement. However, staff are vigilant in keeping children safe and place children's welfare as paramount. A visual check is conducted at the start of each session which minimises any hazards successfully. The play resources are all age-appropriate, cleaned and checked regularly to ensure they are in good condition and safe to use. The emergency evacuation is practised with staff and children so that they are fully aware of the procedures. A record is also kept so that any problems encountered can be resolved.

The manager, staff and parents have all been involved in the reflective practice process through self-evaluation and questionnaires. Improvements have been identified, some of which have been already implemented. For example, a system is now in place for when children achieve well and the information regarding the letter of the week is also posted on the outside of the provision as well as inside. Future plans include providing more flexible play to access all areas of learning and providing an area to extend role play such as tent building and tepees. Good awareness of the needs of children and a shared vision for the development of the setting enables the manager to encourage contributions from staff and parents, so that they all work together to bring about improvements. Staff have participated in a variety of training opportunities and use the knowledge and experience they gain to enhance the opportunities for children. The setting has a highly positive relationship with all parents and carers. The excellent systems in place ensure parents and carers are very well informed about all aspects of their children's achievements, well-being and development. Some partnerships with other providers delivering the Early Years Foundation Stage have been forged, however

not all links have been initiated to date. Children with special educational needs and/or disabilities are welcomed into the setting and staff work closely with parents and others involved to support them.

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

Children make good progress towards the early learning goals. There is a clear and well understood system for recording what children do and achieve, and staff plan for the next steps in their learning by using their observational assessments. The staff offer good opportunities for children to progress by identifying activities that can be used to plan for individual progress. Staff ensure children are able to fully participate and enjoy their play by ensuring activities are developmentally appropriate and accessible to all children, including those with special educational needs and/or disabilities.

Children enjoy using scissors, glue and crayons, which staff encourage and support well, encouraging the development of their fine physical skills. The computer and technical toys offer opportunities for children to explore and learn using information technology. Children skilfully move the mouse to draw their own pictures and make decisions about what colour to use. Currently children are preparing to celebrate Christmas and enjoy practising the songs they will sing in their festive production next week. Children take great delight in decorating their home-made biscuits with a variety of different coloured icing. They eagerly talk about using 'red' or 'green' icing and use skills of piping and rolling as they create their own design. Other festivals are also celebrated, so that children gain good understanding of other cultures and communities.

Children are very confident and keen to talk to the inspector, especially as they are introduced and reassured that they can talk to this visitor. They learn how to keep themselves safe because the staff sensitively remind them how to behave in a safe manner, for instance, reminding children to sit on their chairs properly. Children learn how to respond safely during possible emergencies by discussing and carrying out emergency evacuations. Children enjoy their time here as staff recognise their skills and praise their achievements, displaying some of their work and encouraging their contributions. Children's relationships with each other reflect the good role models of the staff who value the children and treat them with respect. Children's behaviour is good and they play harmoniously together, enjoying opportunities to select from the toys and resources provided. They help to tidy away resources into trays and boxes that are both labelled with words and pictures to help their independence. Although there is labelling around the nursery learning environment, key words in children's home languages are not evident.

Children's dietary needs are discussed and recorded. Children understand and follow good personal hygiene practices, such as washing their hands before eating, to ensure their good health. A snack bar enables children to choose when they wish to eat and drink, although water is always available throughout the session. Children enjoy staying for lunch; they bring their own packed lunch. Lunch boxes

are stored in the refrigerator which is regularly monitored to check foods are stored at the correct temperature. Children have regular opportunities to enjoy outdoor play. There is a range of apparatus such as a climbing frame and sit and ride toys that encourage vigorous physical activity.

There is an extensive and interesting range of resources that meets the needs of every child and caters for the interests and ages and stages of the children who attend. For instance, there are plenty of resources for imaginative role play, including dressing-up clothes, food packets and shopping items for the home corner which is currently set up as a shop. Children build large scale constructions out of wooden building blocks. Information booklets and buildings plans are displayed to further nurture children's interest in design and technology.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

