

Winchilsea House Day Nursery

Inspection report for early years provision

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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

Winchilsea House Day Nursery opened in 1991. It operates from a large detached house adjacent to Bethlem Royal Hospital in Beckenham. The nursery provides a service for the South London and Maudsley NHS Trust to assist with the recruitment and retention of staff.

Children are grouped according to their age into three separate areas. The baby unit occupies the ground floor and the toddler and pre-school rooms are located on the first floor. Each floor has separate toilet/nappy changing facilities. There is a large fully enclosed garden available for outdoor physical play. Opening hours are Monday to Friday, from 7.00am to 6.00pm all year round with the exception of bank holidays, one week in June and three days between Christmas and the New Year.

The nursery is registered on the Early Years Register and on both parts of the Childcare Register. A maximum of 25 children may attend the nursery at any one time. There are currently 24 children aged from birth to under five years on roll. The nursery provides funded early education for three and four-year-olds.

There are eight members of staff, six of whom hold appropriate early years qualifications, with one member of staff working towards a relevant qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall, the nursery is highly effective in meeting children's individual needs because staff know the children and their families well. They plan and provide an exciting range of activities, both indoors and outdoors, to engage children's individual interests. Assessment through good quality observations ensures children make good progress in their development, with the majority of aspects of learning being addressed. The highly effective management team lead the provision enthusiastically and understand the importance of promoting partnership with parents and outside agencies. Constant evaluation and reviewing of the effectiveness of the setting, ensures continuous, sustained improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhancing the care routines to find more flexible ways to offer care, nurture and learning that match the needs of the individual baby or child
- reviewing the good records for observation, assessment and planning to

ensure all aspects within areas of learning are given equal consideration

The effectiveness of leadership and management of the early years provision

Safeguarding is given high priority within the setting and the management ensures there is a comprehensive awareness amongst all the staff who attend regular training. Robust and rigorous procedures are in place to ensure staff's suitability to work with the children, supported by regular supervision and annual appraisals. The comprehensive policies and procedures are implemented consistently and robustly to ensure concerns are dealt with effectively. Risk assessments are carried out to a high standard and results in children playing in a safe, secure environment. Children display an excellent awareness of safety, holding onto the handrail when using the stairs and using the scissors with care.

Furniture, equipment and resources are extremely well maintained, of high quality and suitable for the ages of children attending. Children benefit from the deployment of staff and the availability of resources as they move around the room, making choices. The outside area is fully promoted with wonderful opportunities to explore and experiment, especially in the 'forest school'. Equality and diversity is given high importance in the nursery and is reflected in the staff, children and the beautiful posters and pictures adorning the walls. This inclusive environment supports children's feeling of belonging and adults ensure all children are fully integrated into the setting.

The staff and management team are highly committed to working in partnership with outside agencies, parents and carers. Parents are welcomed into the setting and share information with the child's key person on a daily, informal basis. Once a year parents are invited into the nursery on a more formal basis to sit with the key person, discuss their child's progress records and next steps for their future development. Every month parents receive a newsletter regarding the nursery as a whole and also a letter from their room, explaining what the children have been looking at, learning about and new skills being developed. Activities for parents to complete at home are often suggested to support children's learning and enable parents to contribute to the assessment process. Outside agencies are contacted to provide extra support for those children who require additional help, providing consistent and productive partnerships between the key person, parent and agencies.

Rigorous systems to self-evaluate and review the effectiveness of the setting are implemented by a committed and enthusiastic management team. They meet regularly as a team and with the staff to review policies, procedures and to monitor the planning and activities. This constant evaluation ensures the majority of children make excellent progress in their learning and development. Parental views are obtained through daily feedback and questionnaires. The findings are then analysed and summarised to enable the staff team to identify where their weaknesses are and implement changes where appropriate to meet the needs of the users. High importance is given to managing staff performance and for their professional development. This results in a setting ensuring excellent outcomes for

children.

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

Children arrive with enthusiasm and settle quickly into the stimulating, welcoming environment. Staff have a secure knowledge of the Practice Guidance for the Early Years Foundation Stage and use this knowledge to plan exciting activities to meet children's individual needs. Assessment, through good quality observation, is used to inform the planning, taking into account children's interests and development requirements. A system of tracking is in place to monitor the areas of learning but is not yet fully implemented to ensure all aspects are covered with equal consideration. Routines throughout the nursery are implemented to give children a time-line to sequence their day. However, on some occasions in the baby room, staff follow the routine as opposed to meeting children's individual care needs for sleep and play.

Children show great enthusiasm for the outdoor area, chalking patterns on the ground, collecting leaves in a bucket or playing on the large play equipment. They have exciting opportunities to join the 'forest school' using the natural environment to explore and investigate. Staff utilise opportunities to build on children's understanding of number, playing hopscotch, and counting how many footsteps to reach the end of the line. They plant sunflower seeds, watch them grow and then compare their size, promoting their numeracy skills in their natural environment. The very young children have opportunities to explore the outdoor environment, enriching their experiences through exploration with their senses. They crawl on the ground or enjoy being mobile with the walkers. Indoors, babies are encouraged to become mobile, using furniture and toys to support them. They explore their safe environment, enjoying different experiences such as sitting in the pool with the balls or messy play with different textures.

Sand and water play is a popular activity in all rooms, including the very youngest children. Staff use their knowledge of child development to vary the resources to meet children's needs. This enables the babies to explore using their senses, in the shallow water tray, showing excitement as the water splashes and they can see the bubbles. Children then move to practising their skills pouring the water and filling containers to identifying what floats and sinks. A range of sensory material enables children to experience unusual mediums such as 'goo' and cornflour.

Children of all ages thoroughly enjoy listening to stories read by an adult, showing good concentration. They freely choose books from the cosy book areas and share these with a friend or look at them on their own. Books are promoted at all times and used to enhance topic work as well as storytime, supporting children's love of books and understanding print carries meaning. Outings to the library, using the bus, enhances children's experiences and enables them to learn about the local community. Signs, symbols, words and letters adorn the walls and display boards encouraging children to recognize familiar words or letters from their name. Different languages are displayed next to familiar words, supporting children's

understanding about different styles of writing. Children are confident communicators and eagerly contribute to group sessions, occasionally using a system of signing, learning about different ways of communicating.

Children confidently use different resources to gain an understanding about communication and technology. They begin to learn about programming the toys to move in different directions and develop mouse skills using the computer, whilst making choices of the different programmes. The role play area in each room is used with enthusiasm and supports children's opportunities to help develop their imagination, acting out new and familiar roles.

Children are able to gain an excellent understanding about living a healthy lifestyle. They show a secure understanding about hygiene routines, which are started in the babyroom, washing hands before they eat. Older children happily visit the bathroom to use the toilet and wash their hands independently, following staff's good role models. Children make healthy choices from snacks made available and choose either milk or water to drink reflecting healthy choices. Water is always available for children when they need a drink and children enjoy filling up the jug with water at lunch time, when it is their turn to be table monitor. Staff are fully aware of children's dietary requirements and ensure these are adhered to. Babies are supported in their feeding, and encouraged by staff to begin to feed themselves, developing their independent skills. Older children enjoy 'dishing up' their dinner, enabling them to make choices and select the amount they would like.

Children have wonderful opportunities to gain an understanding about differences in their community because of the excellent inclusion policy which is implemented throughout the nursery. Wonderful posters, pictures and resources reflect different cultures and children learn about different celebrations, taste different foods and play with toys to reflect the different cultures. All children show an extremely strong sense of belonging and security within the nursery. Young babies form attachments to their key people and this sense of trust is continued throughout the setting, with children forming excellent relationships with the staff and their peers. Children's behaviour is very good, because staff offer praise and encouragement, with boundaries to enable children to understand what behaviour is acceptable. Children learn as they move through the nursery about taking turns and learn to share the toys.

Children's independence is fully promoted throughout the whole nursery enabling children to work on their own or in groups. They show curiosity and eagerness to try new experiences and explore their environment with interest, including the babies who become active learners. Children develop good skills in their numeracy, literacy and understanding of communication technology enabling them to develop good skills for their future.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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