

# Windrush Nursery

Inspection report for early years provision

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**Unique reference number**

145963

**Inspection date**

17/02/2011

**Inspector**

Catherine Sample

**Setting address**

2 Windrush Cottages, West Dean, Salisbury, Wiltshire, SP5  
1HR

**Telephone number**

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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

Windrush Nursery has been registered to care for children since 1988. The nursery is privately owned and operates from the proprietor's semi-detached house in a rural setting close to West Dean, near Salisbury in Wiltshire. The children have access to the ground floor of the house, which includes cloakroom facilities and three playrooms. There is a large enclosed garden for outdoor play. The nursery has a hamster and a tank of goldfish.

The nursery opens four days a week during school term times. Sessions run on Mondays, Tuesdays, Wednesdays and Thursdays from 9.15am to 3pm. It is registered on the Early Years Register to care for 16 children in the early years age group. There are currently 22 children on roll. The nursery supports children with special educational needs and/or disabilities.

Five staff work with the children. The owner has an early years teaching qualification and two staff members are qualified to level 3 in childcare.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children are making good progress in this homely, safe and supportive environment. Staff work in effective partnership with parents to ensure that each child's unique needs are fully met. They take positive steps to include all children in activities, whatever their stage of development or individual requirements. Effective systems are in place to monitor and evaluate the quality of the provision and this allows staff to accurately identify areas for development. Staff share a strong commitment to continually improving outcomes for children and have made significant progress since the last inspection in ensuring that all requirements are met.

## What steps need to be taken to improve provision further?

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

- develop further systems to maintain a regular two-way flow of information with other providers
- provide more positive images to help children embrace differences in gender, ethnicity, language, religion, culture, special educational needs and/or disabilities
- develop further systems to encourage parents to contribute to their child's learning and development record.

## **The effectiveness of leadership and management of the early years provision**

The small, close-knit team of staff work well together and share an enthusiasm and commitment to providing good quality care and learning for children. They are fully involved in all aspects of the nursery and share information with one another on an ongoing basis and through regular meetings. This ensures that the nursery is run effectively on a day-to-day basis and that the provision is continuously monitored and evaluated. The nursery's self-evaluation shows that staff reflect on their practice and on the provision for children and can accurately identify areas for development. The positive steps taken to meet the actions set at the last inspection demonstrate the staff's commitment to securing improvement. Arrangements for safeguarding children are robust and fully understood by those who work with the children. All staff have recently completed safeguarding training and have a good understanding of the possible indicators of abuse and what to do to protect a child at risk of harm. Effective recruitment and vetting procedures ensure that all staff are suitable to work with children and proof of their Criminal Records Bureau checks are recorded to confirm this. Full risk assessments and daily safety checks ensure that the environment is safe and the safety issues raised at the last inspection have been resolved.

Parents are enthusiastic about the quality of care and education provided by the nursery. They particularly value the welcoming domestic environment and the flexibility and support provided. They enjoy a positive relationship with staff which allows them to effectively share information about the children through frequent discussion and regular meetings. They have free access to their children's records of development and can take them home to look at and share with the family. However, they do not currently contribute fully to these which would give them further opportunities to be involved in their children's learning. Staff also work in partnership with other settings. They have built up good links with local schools to support children as they transfer and photographs of teachers from one local school are displayed to help children become familiar with them. Staff have established links with some other local early years providers but this is an area they are working to develop further. Staff have a good understanding of each child's background and needs. This allows them to take positive steps, such as drawing up individual education plans and providing extra staffing, to ensure that every child can achieve their full potential and play a full role in the nursery.

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

Children are confident and chatty and thoroughly enjoy their time at nursery. They arrive with enthusiasm and are keen to take part in the varied range of activities. They have good relationships with one another and play together well. They cooperate in activities such as tidying up and successfully share and take turns as they play with the dinosaurs and the farm animals. They are well behaved and have good manners; thanking staff when they help them and apologising when

they trip over another child.

Children are making good progress in all areas of learning. Staff make ongoing observations of their progress and use this information to plan for their individual next steps. This ensures that each child's unique learning needs are fully recognised and met. Staff know children well and this allows them to challenge and extend them effectively. The indoor learning environment is organised well to allow easy access to resources and offers a domestic environment which helps children feel settled and secure. The spacious outdoor area offers children plenty of play opportunities with playhouses, a caravan, a large sandpit and a mound which they enjoy climbing.

Children are learning about nature and the environment as they dig for worms and go for walks in the local area. They are also learning about wider society as they take part in activities linked to festivals, such as making lanterns for Chinese New Year, and use resources including multicultural books, puzzles and dolls. However, there are few positive images of diversity displayed around the nursery to help children to recognise and embrace differences. Most children are confident speakers who chat animatedly as they play and interact. They enjoy looking at books and cuddling up for a story and have good opportunities to practise early writing skills and to recognise print. They can freely explore art and craft materials and use their imaginations as they play with the farm and farm animals and pretend to mend the playhouse with toy tools. They have good opportunities to solve problems as they work out how to get the heavy lorry out of the sandpit and how to roll hoops. They also have good opportunities to count and some confidently add and take away when counting dinosaurs on the floor.

Children feel safe and secure in the nursery. They move around and choose what to do with great confidence indoors and explore the large outdoor play area with enthusiasm. Daily safety checks ensure that all areas used by the children are safe and staff supervise any potentially risky play outdoors. Children are learning about how to stay safe as staff talk with them about topics such as road safety. They know how to use scissors safely and know not to carry them around the nursery. They are also learning about healthy lifestyles. They get lots of exercise and talk about the effect that it has on their bodies. They enjoy healthy snacks, such as cheese and apple, and make decisions about what they want to drink. They know that they need to wash their hands after using the toilet and before eating and use plenty of soap and individual paper towels to prevent cross infection.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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