

Merritime Nursery

Inspection report for early years provision

Unique reference number	EY242225
Inspection date	16/02/2011
Inspector	ISP Inspection - Lisa Cupples
Setting address	Military Road, Gosport, Hampshire, PO12 3BY
Telephone number	02392 542229
Email	adventurous.beginnings@virgin.net
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 2011

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

Merritime Nursery opened in 2002 and operates from within converted premises on HMS Sultan, a naval base in Gosport. The accommodation consists of four main playrooms for the use of different age groups, as well as an office, toilets, a kitchen, sleep rooms and staff facilities. There are also two secure outside play areas. The nursery opens five days a week for 51 weeks of the year, from 7.30am to 6.00pm. Children attend for a variety of sessions.

A maximum of 60 children in the early years age group may attend the nursery at any one time. There are currently 73 children on roll, including 28 funded three and four-year-olds. The nursery is registered on the Early Years Register. Children attend from a wide area and all have family links with the naval base or neighbouring military establishments.

There are 20 members of staff who work directly with the children, including two lunch time cover staff. Of these, 13 staff hold early years qualifications ranging from level 2 NVQ to a degree, and five staff are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are happy and settled during their time at the setting because staff take the time to get to know the children and their families well. All children are making good progress towards the early learning goals. The staff team and management work well together to evaluate and monitor the effectiveness of the setting. This positions them well to improve the outcomes for children and enables them to continuously develop the provision. Most systems, policies and procedures are implemented well to successfully promote all children's welfare, learning and development. Children's understanding of healthy lifestyles and equality and diversity are promoted exceptionally well throughout the setting.

What steps need to be taken to improve provision further?

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

- develop the systems to monitor the ongoing suitability of all staff working in the setting
- improve systems to ensure children's next individual learning steps are identified regularly and share the information with parents frequently, to enable them to extend their children's learning at home.

The effectiveness of leadership and management of the early years provision

All children are safeguarded effectively because all staff are aware of child protection procedures and know how to implement them to protect the children in their care. Full written policies and procedures are in place and are shared with parents to ensure they are aware of staff responsibilities towards safeguarding their children. Robust recruitment and vetting procedures are in place to ensure all adults working on the premises are suitable to do so. However, systems to monitor the ongoing suitability of staff are not fully developed. All visitors are required to sign in and out of the building to ensure a full record of everyone coming into contact with the children is maintained. Full written risk assessments are carried out and are reviewed regularly to ensure children enjoy a safe and secure play and learning environment.

All children have access to an extensive range of multicultural resources and play materials on a daily basis to develop their understanding of differences. Children celebrate a wide range of festivals from around the world through practical activities, using dressing up costumes, listening to stories, food tasting activities, listening to international music and art and craft activities. Positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities are displayed throughout the nursery. Children talk about differences and staff facilitate the conversation well, introducing new concepts to extend the children's understanding of the wider world. For example, children explore the different types of housing across the world. Children's individual needs are being met successfully, helping them to make progress in all six areas of learning. Good systems are implemented to support children with special educational needs and strategies are discussed, agreed and implemented in partnership with parents and other agencies.

All children use a wide variety of resources, equipment and play materials that are suitable for their age and stage of development. The four main play rooms and the sensory room are set up to enable the children to explore and investigate their surroundings. Low level units and clearly labelled resources enable children to self-select activities and resources, promoting their independence and decision-making skills from an early age. Children are beginning to learn about sustainability through practical routines and activities. For example, older children are beginning to recycle resources; they grow vegetables outside and turn the taps off when they have finished to save water.

The nursery has made good progress since the last inspection and they have addressed all the recommendations raised at the last inspection. For example, parents now give written permission for staff to seek emergency medical advice or treatment. Staff and the management team work well together to evaluate the effectiveness of the setting. They identify most areas for improvement and act on them to improve the outcomes for children. For example, since the last inspection the nursery has introduced continuous provision and they have developed the outside play areas to ensure children access outdoor play experiences covering all

six areas of learning regularly.

All children benefit from the clear and open lines of communication between the staff team and their parents. The two-way flow of information ensures the children's individual needs are being met. Parents are able to speak to the staff at any time and they have access to their children's records on request. Parents are able to make written contributions to their children's records to involve them in the children's learning. In addition, the nursery organises two parents' evenings a year to discuss the children's progress. However, the information shared around the children's individual learning is limited because staff do not identify the children's next steps often enough or share the information with parents regularly to enable them to extend the children's ongoing learning at home. Children who attend other early years providers enjoy complimentary care, play and learning because staff share information to ensure the children's experiences are consistent across all settings. Systems are also in place to ensure children benefit from a smooth transition into school.

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

All children are making good progress towards the early learning goals because the staff team have a good understanding of the Early Years Foundation Stage framework. Children participate in a wide range of activities covering all six areas of learning equally, both inside and outside. Children benefit from the good quality interaction with the staff team. All children are happy and settled. The youngest children laugh and giggle, holding their arms up for cuddles. The older children show curiosity and ask many questions to learn more. For example, the children examine the mini-beasts with magnifying glasses, and ask about the names of the 'eyes on sticks'. Staff introduce new vocabulary with words, such as antennae to develop and extend the children's spoken language. All children practise their emergent writing skills in a variety of ways and use a broad selection of mark-making materials. They handle books with care and enjoy listening to stories. Children look at the pictures and older children retell their favourite stories to staff and their peers, as their understanding that text has meaning develops. Children count at every opportunity and recognise numerals around the rooms. They are beginning to use mathematical language to describe size, shape, quantity and position during free play and practical activities. All children use their imaginations well during art and craft activities, miniature world play and role play. Staff facilitate the children's own ideas and suggestions well, providing additional resources to extend their play and learning. Children's ideas and suggestions are valued by all staff and are incorporated into the daily routines and weekly planning. For example, children show an interest in pirates and the activities grow into a theme throughout the room. Children draw pictures, listen to stories, dress up as pirates and turn the home corner into a pirate ship. Children respond well to this interaction and are keen to try new experiences, share their ideas and make suggestions with confidence. Children of all ages within the nursery have many opportunities to explore and investigate. Babies and young children examine the

moving lights and their own reflections in the sensory room and older children examine mini-beasts with magnifying glasses and bug boxes, recognising the differences and similarities. Children have access to a computer and use the mouse and keyboard with ease and control, as they select programmes and steer the cursor around the screen with growing accuracy.

All children are beginning to learn about the importance of a healthy lifestyle. They go outside daily to experience the fresh air and their play and learning is enhanced through outside play experiences. Children are able to practise their climbing and balancing skills, take part in throwing and catching activities, enjoy digging in the soil and planting vegetables and flowers. Children participate in large scale threading activities promoting their hand to eye coordination well. Children are beginning to understand about healthy eating through discussion, activities and the provision of healthy and nutritious snacks and meals. All staff who handle, prepare or cook the food have food and hygiene certificates, and the setting are pleased to have received an 'excellent' award in a recent food hygiene inspection. Children talk with staff about the types of food that are good for them, and enjoy eating the vegetables they have grown outside. Excellent hygiene procedures are implemented across the nursery to help prevent the possible spread of infection. Children are actively encouraged to wash their hands at appropriate times and are developing very good self-care skills. All children's individual and specific dietary, medical, cultural and religious requirements are recorded in detail to ensure their individual needs and parents wishes are respected at all times.

Children are beginning to learn about the importance of keeping themselves safe. They understand the safety rules within the setting and often remind others of the rules. For example, children remind each other to pick up resources that have fallen on the floor and to sit down when using scissors. Children and staff practise regular fire drills to ensure everyone knows the procedures to follow in the event of an emergency. Older children in the pre-school room are able to explain exactly what happens during a drill, showing an awareness of the procedures that are in place. All children behave exceptionally well during their time at the nursery because staff implement clear rules and boundaries consistently, as a result, children know exactly what is expected of them. Children are developing a strong sense of right and wrong and staff are skilled at explaining in the children's language why any behaviour is unwanted at the nursery. Children are busy and occupied at all times during the sessions, which has a very positive impact on their behaviour. Staff are positive role models, thanking the children for their help, recognising their efforts and offering praise and encouragement to develop the children's self-esteem effectively. Consequently, children are keen to try new experiences and participate in different activities without the fear of failure. Children have great fun at the nursery and are building strong relationships with their peers and the whole staff team.

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	1
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
--	---

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	1
The extent to which children make a positive contribution	1
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

