

Plus Three Nurseries / Newell Green

Inspection report for early years provision

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Inspector

Glenda Pownall

Setting address

Brownlow Hall, Newell Green, Warfield, BRACKNELL,
Berkshire, RG42 6AB

Telephone number

01344482671

Email

sueb71@aol.com

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

Plus Three Nurseries at Newell Green is one of three nurseries privately owned by the Plus Three Group. It opened in 1997 and came under the current management in 2007. It operates from the main hall in Brownlow Memorial Hall and has the potential to use other rooms if required. It is situated in Newell Green on the outskirts of Bracknell. Children have access to an enclosed outdoor play area. The nursery is open on Monday, Wednesday and Thursday from 9.30am until 1.00pm and incorporates a lunch club. On Tuesday and Friday, sessions are from 9.30am until 2.45pm.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 60 children may attend the nursery at any one time. There are currently 55 children aged from two to under five years on roll. The nursery provides funded early education for three and four-year-olds. The nursery has a number of children with special educational needs and/or disabilities and a number of children who speak English as an additional language.

The nursery employs six staff. The manager and three staff hold appropriate early years qualifications. There are two staff working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The leadership and management teams work efficiently together. As a result, the nursery generally runs very smoothly and children make good progress in their learning. There are effective systems in place to support the continual improvement of the nursery. All required documentation to ensure staff know and can meet children's individual needs is in place and almost all is stored in a way that maintains confidentiality.

What steps need to be taken to improve provision further?

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

- review the organisation of the indoor free-flow time to ensure that all children are engaged in purposeful play
- review the system for displaying individual education plans in the hall to ensure that such information is only accessible to those who have a right or professional need to see them
- check that the audio level of the computer is sufficient for children to hear the instructions of how to complete simple programs.

The effectiveness of leadership and management of the early years provision

There are comprehensive policies and procedures in place to support the safe and efficient management of the setting. The robust vetting and recruitment procedures in place ensure that staff do not work unsupervised with children before their new suitability checks are back. All staff attend safeguarding training and this ensures that the staff team understand their responsibilities and the procedures to follow to protect children. The detailed risk assessment procedures in place ensure that children play in a safe environment.

The leadership and management demonstrate a commitment to improving practice in order to improve outcomes for children. All staff are involved in the self-evaluation process. Parents views are sought through regular questionnaires and a suggestions box. The leadership team carry out regular audits to support the manager and staff in monitoring the strengths and weaknesses of the provision. Action plans effectively identify areas for development. These include ensuring that children can hear the computer program instructions and the tidiness of the nursery and behaviour of children. Children access a good range of resources that support their learning. Visits from the local park ranger and nature walks in the local community develop children's awareness of looking after the environment. All staff are able to attend training courses to develop their knowledge of childcare and education. They put what they have learnt into practice to support children's progress and well-being.

Staff have a good understanding of each child's welfare needs and developmental stage when they enter the nursery because they request this information from parents. This enables staff to support children to make as much progress as they can. Staff effectively implement the policies that promote equality and diversity. Children become aware of the diverse society in which they live through visits from parents sharing knowledge about their own culture and other members of the local community. All staff are aware of the specific plans to support individual children. However, the plans are displayed on the internal hall door and this does not ensure that this information is only shared with those who need to know.

The nursery communicates effectively with other agencies providing support to children and the teaching staff from the schools that children will attend. This promotes children's well-being and learning. The nursery establishes positive relationships with parents. The nursery provides parents with detailed information about the setting, helpful information about the Early Years Foundation Stage and suggestions on how learning can be extended at home. The learning journals are accessible each day and this along with termly meetings with the key worker keeps parents well informed about their children's progress. Most parents are happy with the care and education their children receive.

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

This term has seen a change in the organisation of sessions and children now spend most of the time together in the large hall. Children move freely around the hall participating in interesting activities that are well planned. Occasionally the free-flow part of the morning is noisy and children using the computer say, 'The noise must have broke on it' because they cannot hear the instructions to help them complete the program successfully. During this time, a few children are not always engaged in purposeful play as they run around boisterously and drop items from the home corner on the floor. After children have played outside the noise level drops considerably and all children actively engage in learning. The range of activities and the effective support of the staff enable children to develop the necessary skills to support their future learning. Children enjoy their learning, they say 'I like playing with the play dough and making cakes and I like all the toys'.

Staff implement the observation, assessment and planning systems effectively. They use accurate assessments of children's progress to guide adult-led activities. This ensures that they provide sufficient challenge and meet the individual needs of all children. The nursery provides parents with home observation forms so that they can contribute to their children's learning journals. This supports continuity in learning and helps children to make as much progress as they can. Children recognise numerals under 10, they count the number of discs they have and staff extend the activity to encourage children to calculate one more. Children enjoy sharing books and 'reading' the story to their peers. Their interest and enjoyment in books is further encouraged as all children take home a book to share with their parents and carers. Children use everyday technology in their role-play. They set the timer and then call 'dinner time' when the buzzer sounds. Children develop problem-solving skills. For example, they persevere to work out in what order they need to move their legs to make the steppers move forward.

Overall, children display positive attitudes to learning. They willingly take on responsibilities in the nursery, such as sweeping the sand up. Staff plan activities to celebrate festivals that are significant for the children who attend. This develops a sense of self-worth and knowledge of the cultures of other people. Children generally interact very well with each other and staff. They share resources and work harmoniously together at activities. Children are secure in the nursery environment. They move around the hall with ease and confidently chat with visitors and ask for help to button up their coats. Good interaction with staff develops younger children's confidence in the large hall. Children develop awareness of how to stay safe. For example, they know how to handle the blunt knives at snack time and in the home corner safely.

The risk of cross-infection is reduced because children know to wash their hands before eating lunch and staff adopt good nappy changing procedures. Children's good health is promoted through the healthy eating policy, which also encourages parents to provide healthy lunches for their children. Drinking water is accessible to children at all times even when they are outside. This increases awareness of regular drinks of water as part of a healthy lifestyle. Children thoroughly enjoy

physical activities outside. They kick footballs to each other, jump along 'stepping-stones' and practice their climbing skills on the climbing frame.

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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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