

Cowplain Day Nursery

Inspection report for early years provision

Unique reference number

EY347932

Inspection date

21/02/2011

Inspector

Marilyn Joy

Setting address

Cowplain Activities Centre, Padnell Road,
WATERLOOVILLE, Hampshire, PO8 8EH

Telephone number

07886 607 198 or 02392 641 989

Email

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).

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.

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

Cowplain Day Nursery has been registered since 2007 and operates from Cowplain Activity Centre in Cowplain, Hampshire. The nursery is privately owned and serves families from the local community.

The nursery is registered to provide care for 20 children from the age of two years to under eight years and there are currently 66 children on roll. The nursery receives funding for the provision of free nursery education for children aged three and four years. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery is open Monday to Friday all year round from 8am until 6pm, excluding bank holidays. Children under five years are able to attend full-time or on a sessional basis. In addition, school age children up to eight years of age, who attend the nearby Padnell Infant and Junior Schools, may attend before and after school, and during the school holidays. There are seven staff employed to work with the children, all of whom hold relevant childcare qualifications. There is two members of staff who are working towards further qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery offers a well-resourced, safe and secure environment where positive outcomes are achieved for children. They benefit from the effective partnerships developed with parents and the dedication and commitment of a supportive team of staff who know them well and ensure their welfare needs are met. Children are well motivated, independent learners who make good progress overall in their learning and development. Leadership and management of the nursery is generally good, however, inconsistent systems for registering children's attendance results in too many children being accepted and the conditions of registration not being complied with. Rigorous monitoring and evaluation in most areas assists the nursery in identifying priorities for improvement and securing continual development.

What steps need to be taken to improve provision further?

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

- ensure a daily record of the hours of children's attendance is maintained at all times (Documentation)(also applies to both parts of the Childcare Register).

23/02/2011

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

- further develop the arrangements for identifying children's starting points when they first attend and tracking their progression against the expectations of the early learning goals so that their next steps are easily identifiable in each area of learning
- further develop the key person system and arrangements for working with schools children attend to fully support continuity in their care and learning.

The effectiveness of leadership and management of the early years provision

Efficient systems are in place to ensure children's welfare is effectively safeguarded and they are protected from harm. Clear management responsibilities ensure child protection and welfare concerns are handled appropriately. Generally, comprehensive policies and procedures underpin the smooth operation of the nursery and ensure staff are aware of their roles and responsibilities. Detailed risk assessments help them maintain the safety and security of the premises and minimise potential risks to children. Most of the required documentation is in place and provides staff with the information they need to assist them in meeting children's individual health and welfare needs. However, attendance records do not always reflect who is present which is a breach of the regulations. Children's safety is not significantly compromised because children are cared for in one room, staff supervise them well and they are fully aware of how many are present. Robust recruitment, vetting and employment procedures ensure staff are suitable to care for children and safeguard their welfare.

During the holidays school-age children attend as well as pre-school children and the nursery is flexible in responding to parent's requests for places. However, the system for booking these places is not effective and more children than expected arrive. This results in the provider caring for more children than their conditions of registration allow. This is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take further action.

Space is efficiently used so that the nursery can offer an exciting and stimulating environment which supports children's learning in all areas. Continuous provision has been successfully introduced and alongside effective support from staff children become increasingly independent learners. Rigorous and varied evaluation processes engage the views of parents, staff and children, as well as, feedback from local authority advisors. Most areas for further development are highlighted and action taken which leads to positive outcomes for children. For example, hygiene arrangements have been enhanced to reduce the risk of spreading infection and more information is shared with parents regarding children's learning and development. All of the recommendations raised at the last inspection are addressed and, as a result, arrangements for the storage of children's medication and the organisation of daily routines and planning of activities are improved. Children clearly benefit from the extremely positive approach towards developing

the nursery and the ongoing professional development of staff.

Successful partnerships are developed with parents. They are well-informed about the nursery and all aspects of their child's care and learning through a wide range of written and verbal communications with staff. Effective settling-in routines help children and parents to gain confidence and feel secure in the care provided. Some information is gathered regarding children's abilities when they first attend, although this information is not always used to help staff begin planning for their learning. Once children are settled and progress records are established parents are actively encouraged to being involved and contribute towards the records. Parents comment on how satisfied they are and how much they value the friendly nature of the nursery. Children experience smooth and supported transitions into school, however, the effective partnerships initiated and existing key person systems are not always sustained once they start school. Generally, partnerships with other settings are well established which contributes towards children receiving continuity in all aspects of the care and learning. Clear systems are in place for working with other agencies to support children with special educational needs and/or disabilities. This means they are able to participate fully in the life of the nursery. All children are valued and their individuality respected.

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

Children are extremely happy and settled at the nursery. They arrive with confidence and quickly settle to activities of their choosing. Younger children seek the comfort of familiar adults while older and more independent children prefer to organise themselves. All children benefit from the supportive and nurturing relationships developed with staff who naturally extend their language and understanding as they play. They easily introduce mathematical concepts during practical activities as they talk about different shapes and make comparisons. Props and holding up the right number of fingers help children to become familiar with numbers during counting songs, such as 'Five little ducks'. Children are familiar with a wide repertoire of songs and enthusiastically join in with the actions. The words for songs are shared with parents and are one of the ways the nursery involves parents in children's learning. Parents regularly view their child's records and discuss their progression with their individual key person. Photos and examples of children's work support written observations and provide a colourful picture of achievements. Systems for tracking children's progression against the expectations of the early learning goals are currently being introduced alongside identification of their next steps for learning in some areas. However, the system is not yet fully established and does not clearly show their level of development and next steps in each aspect of learning or reveal areas where they are achieving less well. Staff focus on children's next steps in key areas and plan activities which follow their interests as well as encourage their learning. For example, they begin to identify different sounds and letters when recognising new and familiar objects in a tray, and then try to recall what they are when they are covered by a cloth.

Children experience a broad range of activities which stimulate and challenge them

and, as a result, enable them to make good progress. Daily outdoor play is routinely offered. They explore and investigate the world around when they take a trip to the woods, visit the play park or play games on the playing field. They develop their physical skills as they chase after leaves on a windy day, climb over logs and play in the snow. Children know they need to wrap up warmly when it is cold and where to find the tissues when they need to blow their noses because staff consistently given them explanations and reasons for the actions they encourage. The sports hall is also used to extend opportunities for physical play, although as there is a lack of storage they rely on the park to explore larger play equipment. Children learn about the seasons and caring for living things as they take it in turns in feeding the nursery pets and growing sunflowers during the summer.

Children's creativity and imaginations are particularly well supported as they explore an innovative range of different media and materials. They freely express themselves as they handle a variety of textures, experiment with mark-making and create their own collages and 3D models. Children become increasingly skilful as they become adept at using scissors, selotape and writing tools. Staff effectively encourage imaginative play when they become involved in children's games. They help them make their own props so they can dress-up as 'Batman' or a pirate. A child is praised and her concentrated work valued as she shares the treasure map she has drawn. Children then join together as they hunt for imaginary treasure in the playroom. They become motivated and enthusiastic learners because of the positive encouragement they receive. A strong emphasis is given to promoting children's social and emotional development.

Children's good health is generally promoted well through consistent procedures and daily routines. The small outdoor area is used extremely well to extend the play space and encourage activities in the fresh air. Nutritious snacks and the promotion of healthy lunch boxes help children to understand the importance of healthy eating. Staff have a secure knowledge of individual health and dietary requirements and ensure all foods and cooking activities comply. Children develop a good awareness of keeping themselves safe through well-organised daily routines and consistent guidance from staff. They learn about road safety when going for walks, how to use tools safely and that they must all stay together when accessing the centre toilets. Children demonstrate a strong sense of belonging and of feeling safe within the nursery. All ages play happily together or alongside each other as they explore activities to suit their individual age and stage of development. They show a good understanding of standards of behaviour and flourish as a result.

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?	3
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	3
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
--	---

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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 23/02/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 23/02/2011