

Thorney Island Nursery

Inspection report for early years provision

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Inspection date	22/02/2011
Inspector	Amanda Shedden
Setting address	Baker Barracks, Thorney Island, Emsworth, Hampshire, PO10 8DH
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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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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

Thorney Island Nursery opened in 2004. Prior to this there was a range of child care facilities provided on site. There are two nursery buildings, one for children under three years and the other, which offers nursery education and facilities for the before and after school club children. The nursery is committee run and mainly serves army personnel and the local community. Each part of the nursery operates from accommodation within army grounds and each has its own enclosed outside play area. A maximum of 70 children may attend at any one time. The nursery is open Monday to Thursday from 7.30am to 5.30pm and on Fridays they close at 3pm. They are open for 48 weeks a year closing for two weeks at Christmas and during the summer holidays. Children may attend for a variety of sessions.

There are currently 99 children on roll. Of these, 45 receive funding for nursery education. The nursery supports children with specific learning needs or disabilities and those who speak English as an additional language. Within the nursery there is one nursery manager with overall responsibility and two qualified nursery supervisors who are responsible for the individual units. In addition, a total of 13 staff work directly with the children, 11 of whom are qualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the children are receiving a good standard of care and education. Children are happy and settled during their time at the nursery because staff take the time to get to know the children well; this ensures all children's individual needs are being met effectively. Staff engage with children at their level offering good challenges and support most of the time which results in successful learning overall however evaluations are not fully in place. Monitoring of the provision is undertaken and action plans are created to improve the outcomes for the children however this has not been extended to include the needs of the staff. Relationships with the parents are mostly in place.

What steps need to be taken to improve provision further?

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

- evaluate the activities to ensure the needs of individual children are met and learning development and successes are identified
- conduct regular staff appraisals in order to identify the training needs of staff and ensure a programme of continuing professional development is devised to ensure these needs are met
- extend sharing of information with parents to include children's learning at the setting and targets for next steps.

The effectiveness of leadership and management of the early years provision

Staff have a secure knowledge of child protection procedures and robust recruitment and vetting procedures ensures that all adults working with the children are suitable to do so. The nursery is very safe with all doors into the two building securely locked to ensure only persons that should do so are able to enter the premises. Risk assessments are in place and used effectively to ensure that all areas the children access are safe. All the required paperwork including written parental permissions is in place and maintained, ensuring requirements are met and children are protected. Effective induction procedures are in place to ensure that all new staff promote children's welfare. All staff are first aid trained ensuring that if a child were to have an accident they would be treated immediately and correctly. All other documentation is maintained to a high standard and all staff are fully aware of the policies and procedures in place.

The management monitor the provision, create action plans and make changes that benefit the children for instance they have recently re-arranged the pre-school room so that resources reflect the newly created learning zones. However, staff needs are not effectively monitored and the lack of staff appraisals limits their professional development.

The environment is child friendly and welcoming. In each room there are displays of the children's work and commercial posters that are appropriate to the ages of the children in the room. There are good quality resources that are appropriate to the ages of the children that are being cared for. The resources are arranged to encourage children to self-select encouraging their independence. The layout of the rooms and gardens enable the older children to have a free-flow provision where they are effectively supported to learn through their play. Each age range have their own dedicated staff team and rooms. Other staff within the nursery are able to step in to maintain ratios if necessary. This enables all staff to know the children well and be flexible in their deployment working well as a team to support the children at all times. This is a fully inclusive setting where all children are acknowledged as unique and their needs met through the positive relationships they have with the staff who know them well. Children learn about the wider world and other cultures through resources and activities that are included in the planning.

The partnership with parents and other carers of the children is strong. Staff take time each day to discuss the children's needs and achievements with the parents. Younger children have daily sheets that explain the routine and experiences they have had each day. Parents are invited in to discuss their child formally each term and they are aware that they may look at their child's learning journeys whenever they wish however, they are not always aware of their child's next steps to enable learning to be continued at home. Notices and regular newsletters keep the parents informed about the nursery, changes of staff or activities the children are enjoying. Good relationships have been made with the local schools to support a

smooth transition into school.

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

Children enjoy their time at the nursery. They eagerly participate in the range of activities that have been provided. Activities are planned for the children that cover all six areas of learning and staff use previous observations to ensure that the children are engaged in activities that reflect their interests. However they do not evaluate the activities to ensure how successful the activities are in the children's learning.

The experienced and skilled staff support children learning through their play. They use routine and incidental opportunities to build on or consolidate children's learning. Older children are encouraged for example to count how many bricks they have used to build something or how many ponies they have. They are encouraged to problem solve as they try to make a car track encouraging the children to use their previous knowledge as to how the track goes together.

Children have many resources to encourage their imaginations; they participate in many craft activities the larger ones are displayed on the walls giving the children a sense of pride and belonging. They love dressing up looking at themselves in the mirror smiling at their reflections in the different clothes. Staff sit with the children encouraging them to talk about what they do supporting their imaginary games. Children become focused and engage for long periods of time as they play with the small world resources or on their chosen craft activity.

Children have many opportunities to develop their mark making and pre-reading skills. Babies have a great time painting using brushes and then sprinkling glitter on their pictures whilst older children have mark making instruments in the role play room and in the writing zone area of the main room. They enjoy having stories read to them and they sit quietly reading to themselves in the comfy book area.

Children learn about healthy living. Snack time is managed well, supporting the older children's developing personal skills as they help themselves to the food on offer and pour their own drinks. They use clean facilities, with staff preventing the possible spread of cross- infection through following good procedures for example using gloves and disposing of the children's tissues immediately they have been used. As the children get older they learn good personal hygiene routines and the environment enables the pre-school children to access fresh air when they wish and to use the bathroom independently all of which will help their transitions to school.

Children feel safe; they are comfortable and confident in the environments that have been created for their different needs. Under three year olds are divided into three age ranges with resources, rooms and staff that are dedicated and reflect their needs. The pre-school children have ancillary rooms to play in which they can

free-flow to if they wish for instance to have role play. All children and staff practice regular fire drills to ensure they are fully aware of the procedures to evacuate the buildings safely in the event of an emergency.

Children's behaviour is very good. All children show a sense of security; they have warm and caring relationships with the staff and each other. They respond well to reminders, for instance to wear aprons for messy play. Older children play well together negotiating with each other and taking turns with the resources. Staff praise and encourage the children throughout the day building on the children's self-esteem.

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