

Winton House Private Day Nursery

Inspection report for early years provision

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Inspection date	24/02/2011
Inspector	Tom Radcliffe
Setting address	11 Warden Hill Road, Cheltenham, Gloucestershire, GL51 3AU
Telephone number	01242 511417
Email	Nursery@wintonhouse.fslife.co.uk
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

Winton House Private Day Nursery opened in June 2000 and registered with Ofsted in 2002. It operates from a large detached house in the Warden Hill area of Cheltenham. The children have access to a large enclosed rear garden. Children attend from the local and surrounding areas. Children participate in local outings and the nursery invites organisations and professional people from the county to visit.

The nursery may care for 40 children in the early years age group any one time. They are open five days a week all year round. Sessions run from 8.30am until 5.30pm. There are currently 82 children on the roll, who attend for a variety of full and part-time sessions. The setting is in receipt of funding for the provision of free early years education to children aged three and four. The nursery has children attending with special educational needs and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 12 members of staff with early years qualifications who work directly with the children, a cook and cleaner are also employed. The manager and deputy are supernumerary. Two additional assistants are used to cover staff absence.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The lively and well organised setting meets children's learning and welfare needs well as it works with a good understanding of the individuality of each child. Children enjoy the play opportunities that they have as they make choices and show independence. The setting has developed effective partnerships with parents and others to support the good progress that most children make. The provider's good use of quality assurance and self-evaluation enable the setting to have an accurate understanding of its strengths and weaknesses. This has started to enhance the level of provision and outcomes for children and gives the setting a good capacity for improvement.

What steps need to be taken to improve provision further?

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

- ensure that self-evaluation has the maximum beneficial impact on outcomes for children and on the overall level of provision.
- continue to develop the use of the recently enhanced outdoor play facilities to fully support children's learning and development.

The effectiveness of leadership and management of the early years provision

The provider ensures that the setting is managed safely and efficiently, for example, when concise written policies and procedures are made available to parents. Children are very well safeguarded as experienced and well trained staff implement effective practice consistently. All adults are vetted for suitability, visitors are monitored and procedures protect children's interests. Children of all ages enjoy very caring levels of support and have access to facilities which are thoroughly risk assessed to minimise potential hazards. Children play in a secure environment which promotes their independence and ability to make decisions about what they want to do. They enjoy playing indoors and outdoors and often include other children in their play activities. Children's good health and well-being is promoted at all times as staff use hygienic daily routines and manage any illness or minor injuries well.

The setting has gained a Quality Assurance Award for the last three years which together with self-evaluation enables it to make decisions about what it may want to improve. Senior staff ensure that all staff are able to contribute to the improvement agenda and the views of parents and children are always given consideration. The setting is reflective in all aspects of its work and is willing to adapt to improve aspects of its provision. There have been improvements made since the last inspection. However, the setting should ensure that the energy and time that is used in self-evaluation has the maximum beneficial impact on outcomes for children and on the overall level of provision. The setting has a positive working relationship with parents and has a range of procedures in place to develop this. In addition the setting promotes wider partnerships to support children's ongoing learning and development needs.

Children play in an interesting and stimulating environment. It is well organised and attractive and designed to provide children with play opportunities that promote their all round learning and development. Staff support children's choices well and also take a more direct lead when they consider that it is more appropriate. As children direct their own play staff offer advice, make suggestions and encourage the children to think about their play and learn from it. The setting is inclusive as all children are treated as individuals with the capacity to build on what they can already do. Staff enable children to understand about their diverse world and ensure that individual needs are met effectively. Children with additional learning needs are well supported by the setting's sensitive approach and use of individual plans and targets.

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

Most children make progress as they access appropriate learning opportunities which can be mainly child-led. The setting has very effective processes in place to understand children's starting points and key persons undertake careful

observations to understand the progress that children make. All assessment information is used to plan children's next steps in learning which also takes account of children's interest. This ensures that children encounter appropriate activities that offer challenge. The setting has developed excellent learning journeys for each child which are highly detailed and clearly show progress towards early learning goals. Parents value these documents and have regular access to them.

As children make choices they decide to play freely with mark making equipment, dressing up resources and invent their own scenarios with toy vehicles. They also enjoy using outdoor play equipment and have access to many opportunities to take part in messy play. Children of all ages use a range of resources such as musical toys, keyboards and construction sets. Children play in a language rich environment where they learn about letters and sounds. Staff engage children in conversations which widen their vocabulary and enhances their confidence as communicators. Children readily access books which they share with members of staff. Children respond positively to adults as they find out about planting seeds, use modelling clay and have experience of caring for giant land snails. In addition children enjoy singing, listening to nursery rhymes and encounter number and mathematical concepts through practical experiences. The setting has a very good understanding of the Early Years Foundation Stage and of how young children learn through first hand experience and play. The setting has recently enhanced its outdoor play facilities with interesting additions, for example, a water play and experimental area. The use of this requires development to fully support children's learning.

Children's welfare is promoted by the setting. All children are safeguarded and have a growing understanding of their own safety and that of others. Children of all ages behave well as they play together, share and take turns. Staff manage behaviour effectively as they use praise and encourage children to reflect on the impact of their actions on others. Staff allow children to have an understanding of the varying needs of other children, for example, that children of different ages will have different skills and abilities. This takes place as children mix and share play spaces. In addition children show the ability to apply themselves to play opportunities and understand that different activities require different responses, for example, when playing independently or when working with adults.

Outcomes for children are promoted very well by the setting. Children thrive as they make choices, work with adults, have conversations or use their imaginations. Children explore freely and show the ability to make decisions about how they spend their time. Children of all ages feel very safe and enjoy secure and trusting relationships with adults. This has a very positive impact on children's development particularly the youngest children who readily seek comfort from adults that they trust. Children show an age appropriate understanding of healthy lifestyles and choices. In addition children generally enjoy the challenges that adults set them and respond to the expectation that they will tackle more demanding learning objectives. Children generally acquire skills and abilities which are appropriate to their age and their progress ensures that most children are prepared well for future learning needs.

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