

White Waltham Nursery

Inspection report for early years provision

Unique reference number	108419
Inspection date	24/03/2011
Inspector	Susan May
Setting address	White Waltham Cricket Club, White Waltham, Maidenhead, Berkshire, SL6 3SH
Telephone number	01628 824802
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).

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

White Waltham Nursery opened, under its present owner in 2000. It operates from the White Waltham Cricket Club pavilion, set in a rural location on the outskirts of Maidenhead. The nursery serves the local area.

The nursery is registered on the Early Years Register and is registered to care for a maximum of 22 children in the early years age range. There are currently 46 children on roll, of whom 33 are in receipt of early years education funding. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional or bilingual language.

The nursery opens from 9:00am until 4.00pm, five days a week, during school term times. Sessions are held morning, afternoon or full day. Children can also stay for the lunch period.

There are five staff working directly with the children. All full time staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare and development needs are supported by highly skilled staff in the extremely well organised, warm and friendly nursery environment. Highly stimulating play resources support children's progress exceptionally well and extremely well-planned activities provide many learning opportunities for all children to make very good progress in developing skills that will help them in the future. The nursery has established close links with other carers, early years practitioners and health professionals to enable all children to reach their full potential. Strong relationships with parents provide coherence and cohesion as parents are encouraged to extend learning at home. The nursery is highly confident in its use of self-evaluation and monitoring systems to promote improvement. Staff demonstrate a positive commitment to maintaining high quality childcare and learning.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- supporting the important relationships with parents by offering further information about extending learning at home

The effectiveness of leadership and management of the early years provision

The nursery is a well established childcare setting, with a highly qualified and experienced staff. The dedicated staff team work together extremely well and demonstrate a strong commitment to continuing to maintain the high standard of care and learning they offer. Robust recruitment procedures are in place to ensure all staff are suitable, appropriately vetted and qualified. Well organised security measures and risk assessment procedures ensure children are effectively safeguarded and kept safe at all times. Staff regularly update their safeguarding training to ensure they are fully aware of practice and procedures. Both the nursery and individual staff training needs are identified through effective staff appraisal systems and staff regularly complete in house training, attend local authority courses and take advice from the local authority education adviser. Policies and procedures provide a clear framework for documenting accidents and administering medication and all required children's documentation and parental consents are in place and stored confidentially

The learning environment in the nursery is exciting and highly motivating enabling children to learn through their play as they make excellent use of well presented play resources. Children initiate their own play and learning as they are consistently encouraged to explore the play environment both indoors and out. The overall accessibility and variety of toys, resources and activities has a notably high impact on children's development and learning.

Each child is recognized for their own unique qualities and staff know children and their family circumstances well. Excellent systems are in place to ensure each child is welcomed, feels a sense of belonging and is able to participate fully in the nursery day. Activities and resources to help children learn about other cultures and peoples similarities and differences are threaded through all aspects of the nursery day as staff make inclusion a priority. There are highly effective partnerships between staff, parents and their children and external agencies to ensure all children reach their full potential. Staff work closely with local school staff in both the private and state sector to share knowledge, good practice and relevant information about the children, consequently as children move onto the next steps in their education they are extremely well prepared. The nursery's partnership with parents is highly organized from the initial visits to sharing the well presented information on their children's development and learning progress. Feedback from parents is regularly requested with regard given to their comments and suggestions, for example, while parents are requested to reinforce children's learning in the nursery through some related activities at home, this has been recognized as an area for development, with further information made available to parents to support extended learning at home.

The nursery staff are secure in their application of reflective practice, monitoring of activities and self-evaluation. Staff, parents, and children have been successfully involved in completing a self-evaluation document that is effectively used as a working document to identify good practice and areas for development. The manager demonstrates a strong ability to guide and oversee all aspects of practice to ensure that the organisation and management of the nursery continues to

successfully promote children's progress and achievement.

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

Children thrive in the warm and welcoming child orientated environment where learning is extended through the skilful use by staff of open-ended questions and the provision of activities that support children's interests. An excellent balance between supporting child led free play activities and more focused group learning sessions is achieved as staff 'home in on children's interests to help progress their learning. Well written observations, assessment systems, photographs, diaries and learning journeys are shared with parents and effectively outline individual children's learning and progress through the development stages. These are regularly completed, contain input from parents and provide an excellent basis for future planning of children's next steps.

Children develop independence and confidence as staff are highly effective in supporting them, providing considerate care, which helps individual children feel included and able to enjoy their play. Consistent support is provided to encourage children's social learning and their ability to share and take turns. Staff promote children's understanding of their own self-care and the importance of good health, through extremely good hygiene routines, frequent opportunities for fresh air, exercise and nutritious snacks. Drinks are always available. Staff give careful consideration to children's safety at all times and children demonstrate a growing awareness of keeping themselves safe, as staff help them to understand how to explore and use the inside and outside environment in safe ways without restricting their imagination, curiosity and sense of adventure. Regular trips around the local area and visits to the nursery from the local community police officer help develop children's sense of community. Children find out about the wider world as they celebrate festivals and events that are important to them and their families.

Children of all ages achieve positive learning outcomes as staff have a clear understanding of how children develop and provide activities appropriate to their needs. Children's communication and their use of speech and language is actively promoted through discussion and phonics sessions and they have many opportunities for mark making and developing their writing. Quiet areas throughout the pre-school provides opportunities for children to look at books on their own, while group sessions allow children to take a more active part in stories. Designated construction areas provide opportunities for children to problem solve as they build with a selection of large and small construction resources. Number recognition is promoted as children sing, completing simple subtraction and addition through their songs and rhymes. Children's imaginative play and creative development is well provided for, for example, through role play in the 'railway station', as they plan journeys, have access to materials and tools such as rulers, paper, scissors and sticky tape with which they can make tickets while discussing how they intend to travel to their chosen destination. Artwork attractively displayed around the nursery provides evidence of the access they have to a wider range of materials with which to express their creativity. Children have access to everyday

technology in their play as they use tills, phones, microscopes, CD player and keyboards.

Children's physical development benefits from many opportunities to be active; children enjoy climbing, riding wheeled toys and building structures using construction both indoors and out. Frequent trips to nearby woodland provides children with opportunities to explore the natural environment, climb on the low branches of trees and be adventurous. Children develop close relationships with staff and each other, inviting adults into their games and playing alongside each other well, demonstrating a growing sense of responsibility and awareness of each others feelings. Children are lively, but at times when they are required, for example, during a music and movement session, snack and lunch time behave extremely well, listening to the adults and each other, taking turns to speak, and clearly enjoying the social occasion.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

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

