

West Downs Day Nursery

Inspection report for early years provision

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Inspector

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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*.

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

West Downs Day Nursery opened in 1998 and is part of the Child Base chain of nurseries. Child Base Ltd is an independent company, which was established in 1990; it currently owns and runs 40 nurseries across the country. West Downs Day Nursery is situated within the university grounds of West Downs student village, in Winchester, Hampshire. Children are grouped in four different areas according to their age and stage of development. All ages have access to a large enclosed garden. The nursery is open from 8am until 6pm every day for 52 weeks of the year. It provides full and part-time places for the children of staff and students at the university and also for working parents in the surrounding urban area.

The nursery is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register for 68 children under eight years. There are currently 108 children in the early years age group on roll. The nursery receives funding for the provision of free early education to children aged three and four years. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language.

There are currently 19 staff who work with the children, of whom 15 hold a relevant early years qualification. There are four members of staff who are working towards relevant qualifications. The manager has achieved Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Strong and effective management underpins the smooth operation of the nursery and outcomes for children are excellent in most areas. Children benefit from the dedication and commitment of an effective staff team who know them exceptionally well and ensure their individual needs are met. Extremely high expectations and generally very rigorous monitoring enable continued improvement to be sustained and most areas for further improvement to be successfully identified. Implementation of systems for risk assessment is not always effective. Highly effective partnerships with parents and others provide secure foundations from which children gain confidence and thrive in their learning and development.

What steps need to be taken to improve provision further?

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

- ensure the premises both indoors and outdoors is safe, with particular regard to the garden fencing

16/05/2011

(Safeguarding and promoting children's welfare,
Suitable premises, environment and equipment)

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

- monitor staff implementation of the health and safety systems in place to identify hazards

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded because staff have a thorough understanding of child protection issues and know what to do if there are concerns about a child in their care. Robust recruitment and employment procedures, as well as ongoing professional development, help staff develop a secure understanding of their roles and responsibilities so that they can effectively promote children's welfare and protect them from harm. The completion of comprehensive risk assessments and daily checks contribute towards the safety and security of the premises; although not all of the garden fencing is consistently checked to ensure damage is identified and possible risks to children removed. All the required documentation is in place and well-organised, which means staff have all the information they need to help them meet children's individual needs.

Enthusiastic leadership inspires an exceptionally strong commitment towards meeting the extremely high expectations and standards set across all areas of the nursery. Reflecting on achievement as well as areas for improvement successfully contributes towards staff confidence and enthusiasm as they continue to extend their knowledge and skills. All of the recommendations raised at the last inspection have been fully met which significantly contributes towards excellent outcomes for children. Rigorous self-evaluation processes engage the views of staff, parents and children and generally areas for further development are effectively identified and addressed. The nursery is organised exceptionally well to provide an exciting, vibrant and stimulating environment which is conducive to learning. Outcomes are clearly attributable to the excellent use of resources and children clearly benefit from the accessibility of the age-appropriate range available.

Exemplary partnerships are developed with parents and are reflected in children's confidence in the nursery. Highly positive relationships are forged from the outset. Parents are extremely well-informed about all aspects of their child's care and learning through an extensive range of written materials and verbal communications with staff. Parents comment on how well staff know their children and how much they appreciate the high quality care they receive. Children's individuality is highly valued and extremely positive steps are taken to reflect individual backgrounds and home language throughout activities, resources and displays. Parents comment on how much they value seeing words in their own language incorporated into displays. Partnerships with other agencies and settings children attend are excellent. As a result, children receive continuity in all aspects

of their care, learning and development.

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

Children are extremely happy and confident in the supportive and inclusive atmosphere of the nursery. Excellent settling-in arrangements are planned to help children become familiar with a new environment and develop strong relationships with staff and one another. Time is spent gathering information from parents and observing children when they first attend so that staff can effectively assess starting points and plan progression based on individual interests and capabilities. Valuing children's backgrounds and home experiences forms an integral part of supporting their learning and development, as well as, enriching their confidence and self-esteem. Comprehensive systems for planning and assessment are consistent throughout the nursery which helps staff ensure continuity and smooth transitions as children move from one age group to another. Sharing the garden and settling-in visits also contributes positively towards this process. Learning journals thoroughly record children's progression and are completed to a very high standard. Parental contributions are highly valued as they help staff understand their key children and meet their needs more effectively.

Children are given excellent support to understand what is expected through clear guidance and the nursery's 'Golden Rules'. Children learn from the positive role models presented by staff and the frequent praise and encouragement they receive boosts their confidence and self-esteem. Behaviour is exemplary and children are beginning to show an excellent awareness of responsibility within the nursery. For example, toddlers are encouraged to understand the importance of keeping the play room safe and help to sweep up the sand, while older children learn about the importance of finishing a task when they help to tidy the toys away. Children feel safe and secure because they are supported well and effective identification of risks in most areas means they can move freely between indoors and outdoors. They become increasingly motivated and independent learners as they select resources and become engrossed in activities of their choosing.

Children make significant gains in all areas of their learning because they are extremely well-supported and enjoy their play. Babies explore their surroundings with great interest becoming active and inquisitive learners as explore the texture of sand, or investigate the wealth of materials collected in treasure bags. Toddlers investigate 'gloop' and experiment with what happens when they try and pick it up. Older children plant seeds in the garden and find out how materials change when cooking or adding water to sand. Communication skills are easily promoted through relaxed interactions and specific activities. Staff echo babies attempts at speech and model conversations as they get them ready to play outside and encourage them to explore the sand. Older children eagerly identify different letters and sounds during circle time and, in response to clever clues, begin to think of other words beginning with the same letter. Listening skills continue to be encouraged as children begin to differentiate different noises on the sounds tape or concentrate on stories which are extremely well read by staff. Mathematical

concepts are skilfully incorporated into everyday activities through effective questioning and simple tasks, such as working out how many plates are needed at lunch time or how shapes fit together when building a tower.

Exceptional care is taken to raise children's awareness of the importance of developing a healthy lifestyle. A well-balanced menu of nutritious meals is freshly prepared daily. It caters for all ages and preferences, and offers new foods for children to try. Children develop an excellent understanding of the importance of following good personal hygiene habits because they are routinely supported by staff who consistently follow excellent routines themselves. Children engage in a wide range of physical activities which helps them gain a secure understanding about the importance of regular exercise. They gain increasing control over their bodies as they expertly manoeuvre bikes around obstacles, handle different tools and balance along the stepping stones. Children thrive as they enjoy their play.

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 | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| 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 | 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 | 2 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

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|--|---|
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 2 |
| 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 |

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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