

Garth Under Fives Nursery

Inspection report for early years provision

Unique reference number	119269
Inspection date	26/04/2011
Inspector	Susan May
Setting address	Braybrooke Hall, Makepiece Road, Priestwood, Bracknell, Berkshire, RG42 2HG
Telephone number	07940 229291
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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

Garth Under Fives Nursery opened in 1970. It operates from the Braybrooke Recreation Centre in Bracknell, Berkshire. The provision has use of a large hall, kitchen and bathroom facilities. Children have supervised access to the park in which the centre is situated for outdoor play. The nursery serves the local community.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register and is registered to care for a maximum of 26 children from two years to under eight years. There are currently 30 children on roll, of whom 20 are in receipt of early years education funding. The nursery offers full day and sessional care from 9.00am until 12 noon and from 12 noon until 3.00pm from Monday to Friday during school term times. The group also run a holiday play scheme which operates during school holidays. Sessions run Monday to Friday from 9.00am until 1.00pm. The nursery is able to support children with special educational needs and/or disabilities and those who speak English as an additional language.

Seven staff members work with the children. Over half the staff hold suitable early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare is promoted effectively as the dedicated manager and staff have a clear understanding of their roles and responsibilities along with a strong commitment to improve. Staff work together well, planning for most areas of learning thoroughly in order to provide a positive learning experience for the children who attend. Policies and procedures are in place and successfully implemented to provide a clear framework for good practice. Children play in a child friendly environment with excellent access to a stimulating and interesting range of toys and equipment to help extend their learning. All mandatory documentation is in place. All children and families are valued and respected as the uniqueness of each child is recognised. The setting continues to work to build links with parents and has good communication links with other carers and early years settings. To ensure the standards of care are maintained and enhanced, the setting reflects on their practice to identify strengths and future development and aims of the setting that will benefit the children.

What steps need to be taken to improve provision further?

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

- further develop systems for sharing development records with parents to enable them to contribute fully to children's learning
- include the short group sessions when planning different learning opportunities for groups of children in order to provide continuity and progression.

The effectiveness of leadership and management of the early years provision

Standards of care in the nursery are consistently maintained and significantly support children's welfare, learning and development as the staff team under clear leadership of the manager, drive improvements forward as they effectively review their practices. Input and feedback from children, staff, parents and assessments and advice from outside agencies such as the local authority is positively encouraged and implemented as appropriate. All children and families and their individual circumstances are valued and respected as staff take time to listen to their views, thoughts and ideas. All required policies and procedures are in place, reviewed regularly and shared with parents.

There are robust systems in place to ensure all staff are checked, suitably qualified and clear induction procedures, appraisals and ongoing training ensure that staff knowledge is relevant and up-to-date. Staff deploy themselves well to ensure all children receive appropriate levels of individual care and attention and demonstrate through comprehensive risk assessments their responsibility in protecting children. For example, the stringent safety precautions they follow when using the park for outdoor play. To further protect children's welfare, staff demonstrate an awareness of their responsibilities in safeguarding children and are knowledgeable of local safeguarding children procedures. Children play in a child friendly environment, with an outstanding range of safe, age-appropriate resources indoors from which to self-select that promotes their learning, and given the physical restrictions of the outdoor play area staff successfully provide opportunities to extend the six areas of learning outdoors. Toys and resources are clean and extremely well-maintained and staff promote good health and well-being as they take steps to help children learn about keeping safe and healthy.

Good quality information about the nursery is provided for parents on the notice board, through newsletters and daily verbal exchanges, both about the provision and general information that parents may find of interest. All information about the children is obtained from parents at initial visits and children's documentation and records are kept up to date and confidentiality observed at all times. Systems to make observations and assessments and record children's abilities and achievements are efficient, however, while parents may request to see children's learning profiles within the nursery; to enable parents to contribute fully to their children's learning, systems to share development records on a regular basis are not yet fully implemented. Staff work together to highlight and plan for individual children's needs in order to offer a range of activities and experiences that enable each child to move their learning forward, however, this does not include planning in order to provide continuity and progression in learning for the short key group sessions that are held daily. Parents express a high regard for the care and

learning experiences their children receive and the relaxed friendly atmosphere that prevails within the nursery. Management and staff actively establish links with other providers in order to provide consistency of care and education of children as they move through the education system.

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

Children are provided with opportunities to help them make good progress across all areas of learning as their individual needs are considered and met. Staff have a clear understanding of the steps towards the early learning goals, recognising that children learn through play and offering appealing, stimulating and challenging activities. Staff work together to highlight and plan for individual children's needs in order to offer a range of activities and experiences that enable each child to move their learning forward, however, this does not include planning in order to provide continuity and progression in learning for the short key group sessions that are held daily. Systems to make observations and assessments and record children's abilities and achievements are efficient, and parents may request to see children's learning profiles at any time within the nursery; however, systems to share development records more frequently and for an extended period of time to enable parents to contribute fully to their children's learning are not yet fully implemented.

Children are eager to join in activities and confidently participate in all aspects of the nursery day, expressing pleasure as they sit down for stories, group times and at arts and crafts activities. Staff organise the environment and resources to provide opportunities for children to initiate their own learning and children easily self-select what they wish to play with. For example, children access large and small construction resources in a designated area, relax alone and with others in the comfy book area with an excellent range of books and play with sand, water and paint or complete art and craft activities when they wish. There are opportunities for children to develop control and co-ordination as they play with malleable materials such as play dough and use tools such as knives, rolling pins and pastry cutters. Children develop physical skills as they have opportunities to climb and slide on the large soft play equipment indoors and balance, throw and catch balls and use a range of small and large play equipment outdoors.

Regular walks around the large park in which they are situated helps provide them with an understanding of the natural world as they visit the pond and investigate the local wildlife. Children are helped to begin to feel a sense of responsibility for the environment as they talk about not leaving litter and help to weed the path outside the building. Children enjoy stories, have good access to books and opportunities to recall stories for themselves, for example, as they follow the large display that tells a well known story . Opportunities to mark make are available in the role-play areas and at tables where they can draw, colour or practice writing their names. There are ample opportunities for name recognition as children put their outdoor shoes into named baskets, find their own name to put on the 'who is here today' board and have their own drawers in which to put their work. They

begin to recognize number through displays and as they count how many adults and children are present in the nursery. They begin to recognize that the written word has meaning as there is clear labelling in both English and other languages. Children use every day technology in their play as they access simple electronic games and equipment such as loudspeakers, tills and computers.

Children are competent and sociable. They are lively but behave exceptionally well and are considerate and thoughtful to each other, learning to share and take turns. Their independence is promoted as they begin to address their personal hygiene needs independently, choose when they would like their snack and sit together at meal times to socialise, this helps form the basis of good future eating habits. Staff respect the children's views and listen to their ideas, children build good relationships with each other and staff, showing respect for each other and the environment. A good range of resources is available to promote positive images of culture, gender and disability, and staff demonstrate a good understanding of inclusion, for example adapting activities to meet children's additional needs and building communication links with children for whom English is an additional language. Children's work is valued and displayed attractively, praise is frequently given by staff for their achievements, helping to build self-esteem and foster children's sense of belonging within the setting.

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	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	1
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