

Scotts House Day Nursery

Inspection report for early years provision

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Inspector

Gill Little

Setting address

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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

Scotts House Day Nursery is one of 140 provisions owned by Bright Horizons Family Solutions Limited, which took over the registration of the nursery in 2006. The nursery has five classrooms, a hall, and two kitchens across three buildings in the private and extensive rural grounds of Eynsham Country Park Estate, near Witney. All children share access to an enclosed hard-standing outdoor play area and a separate grassed area. Children attend from the local and surrounding villages and towns.

The nursery is registered to care for a maximum of 119 children under eight at any one time, all of whom may be in the early years age range. It currently cares for 135 children in the early years age range. It is registered on the compulsory part of the Childcare Register to care for children between the ages of five and eight years. There are currently no children on roll in this age range.

The nursery operates on weekdays from 8am until 6pm all year, except at Christmas and on Bank Holidays. It is in receipt of funding for the provision of free early education for children aged three and four. There are partnership arrangements in place with some other local early years settings.

The nursery employs 20 staff of whom 14 hold relevant qualifications, including Qualified Teacher Status. In addition, one member of staff is working towards a relevant qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time in this safe, friendly and welcoming environment where they display good levels of behaviour and are building strong relationships. Some children make good progress towards the early learning goals but this is variable among different age groups due to inconsistencies in staff's knowledge and understanding of the Early Years Foundation Stage. Positive relationships with parents support staff in meeting children's individual needs although there are some weaknesses in the partnerships with other settings which children attend. Recent staff changes are improving staff morale and there have been some positive developments since the last inspection. Self-evaluation processes identify most strengths and weaknesses and there are suitable plans in place to contribute towards continuous improvement.

What steps need to be taken to improve provision further?

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

- address inconsistencies in staff's knowledge and understanding of the Early Years Foundation Stage and of the observation, assessment and planning procedures
- develop partnerships with all other early years settings which children attend and share information about children's progress in learning in order to complement the education they receive elsewhere
- increase opportunities for children in the Sycamores and Acorns rooms to develop self-care skills, with particular regard to hand washing.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of safeguarding children procedures as they regularly attend relevant training and are familiar with the nursery's policy. The staff team have relevant early years qualifications and first aid certificates in place, and all staff hold appropriate background checks. Rigorous risk assessments and good levels of supervision provide a safe and secure environment. Clear procedures are in place to keep children safe when away from the nursery premises. Extensive policies and procedures, together with effective record-keeping, support the safe management of the nursery.

Most rooms within the nursery are well resourced and children have plenty of space in which to play. Since the last inspection, staff have improved resources and play opportunities outdoors. Pre-school children have lots of free flow access to the outdoor spaces, but this is more limited for some of the younger groups of children due to the layout of the building.

The nursery promotes equality and diversity appropriately. A suitable range of resources reflecting positive images of diversity are available across the age groups and staff are working to develop these resources further. Staff provide additional support for children who come from bilingual families and for those where there are concerns about developmental progress. Weekly observations and assessments support staff in monitoring children's individual interests, needs and progress, and help them to plan suitable activities. However, not all staff, including those in a supervisory capacity, are secure in their implementation of this process which limits its effectiveness.

Relationships with parents are well established and the nursery regularly seeks their views to contribute towards improvements. Parents comment that their children are happy in the nursery. The staff's weekly observations, together with daily discussions, daily diaries, three monthly reviews, and six monthly parent conferences, keep parents well informed about their children's progress and provide opportunities for them to contribute their observations from home. There are some good procedures in place to support children's transition to local schools, such as inviting early years teachers into the nursery to meet the children. Staff have partnerships in place with some other early years settings which children attend, but have not yet made contact with others and are not yet sharing information about children's progress. This limits opportunities to complement the education that children receive elsewhere.

Staff have a realistic and honest approach to evaluating the effectiveness of their practice. Recent issues with staff morale have improved due to several new appointments and improved communication systems although there are currently some issues relating to staff's knowledge and understanding of delivering the Early Years Foundation Stage. Staff are motivated to seek further improvements and are working towards good levels of practice, achieving this already in some areas.

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

Children in the baby room enjoy a stimulating environment which provides an easily accessible and interesting range of resources. They eagerly explore books, bead toys, natural materials, jigsaws and treasure baskets. They squeal with excitement as they pass balls backwards and forwards to staff. Key persons are familiar with their children's individual interests and effectively incorporate these into their planning.

Children age from approximately one to three years engage in a range of suitable activities, such as sharing books, using construction toys, climbing over stepping stones, and exploring sand, water and 'gloop'. They have easy access to a range of resources although some areas are better equipped than others. Some staff engage in good-quality interactions with children, offering encouragement and asking open questions to extend their thinking and help them make connections in their learning. For example, while children play in the water tray staff encourage them to think about the textures of the shells and talk to them about the temperature of the water. However, it is in this section of the nursery that some staff are not yet secure in their implementation of the Early Years Foundation Stage which has an impact on the quality of learning overall.

Children in the pre-school room enjoy a wide variety of activities, many of which are outdoors. They are able to fully explore their individual interests with good support from staff. For example, a group of boys become very engaged making telescopes from card and coloured paper while a group of girls make cakes and rings out of modelling dough. They engage readily in discussions with staff using mathematical vocabulary, such as 'long' and 'short', 'halves' and 'quarters'. They talk confidently about recent events, such as the Royal Wedding, which extends their knowledge and understanding of the world around them.

Children throughout the nursery enjoy a nutritious diet, such as shepherds pie and vegetables for lunch. Older children learn to wash their hands before eating although opportunities to do this are more limited in the Acorns and Sycamores rooms as they do not have easy access to low-level sinks. All children are able to enjoy outdoor play on a daily basis and routinely take part in outings within the park grounds. Older children have lots of free access to the outdoor space, coming and going as they wish. This is more restricted for younger children due to the layout of the building although staff do routinely ask them if they wish to play outdoors.

Children are secure and develop good relationships with staff. They demonstrate good levels of behaviour and this is an area which has improved since the last inspection. Most children have good opportunities to develop skills for independence, such as helping to pour their own drinks and tidying away their plates. They develop a good understanding of how to stay safe, for example, older children playing outdoors take care around younger children and they learn to jump safely under the close guidance of staff.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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