

Sawtry Day Nursery

Inspection report for early years provision

Unique reference number 221580
Inspection date 27/05/2011
Inspector Sue Rogers

Setting address Fen Lane, Sawtry, Huntingdon, Cambridgeshire, PE28 5TQ

Telephone number 01487 832501
Email info@sawtrydaynursery.co.uk
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).

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.

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

Sawtry Day Nursery opened in 1993. It operates from premises in the grounds of Sawtry Community College, in Sawtry, Cambridgeshire. The nursery serves the local and surrounding areas. All children have access to a fully enclosed outdoor play area.

The nursery is open Monday to Friday all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. A maximum of 38 children aged under eight years may attend at any one time and the nursery admits children up to the age of four years. Currently there are 65 children on roll, all of whom are in the early years age group. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is in receipt of funding for early education places. The setting supports children with special educational needs and/or disabilities. Children attend for a variety of sessions.

There are 12 members of staff who work with the children. Of these, one member of staff holds a National Vocational Qualification (NVQ) at level 5, one holds a NVQ level at 4, 10 staff hold a qualification at level 3 and one is working towards a qualification at level 2. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make exceptional progress as they are supported by highly skilled and knowledgeable staff. The extensive outdoor areas provide a wealth of exciting and stimulating opportunities where children can explore and learn. Very close partnerships with parents and outside agencies provide a coordinated approach to each child's needs. Robust policies and procedures are subject to constant and through review, ensuring that all children are kept highly safe. Staff and managers are ambitious for the nursery and they consistently reflect on their practice and drive forward excellent levels of improvement. The setting has maintained outstanding outcomes for children since the last inspection and demonstrates that it has the capacity to make exceptional improvements in the future.

What steps need to be taken to improve provision further?

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

- develop further children's access to positive images of and resources that reflect diversity.

The effectiveness of leadership and management of the early years provision

Safeguarding is given excellent priority. All staff are very knowledgeable and ensure that all practices and policies provide exceptional care and protection for children. Staff have attended training to reinforce their skills and can confidently recognise any concerns. Excellent supervision levels from staff ensure that children are kept continually safe. The stimulating indoor and outdoor environments provide challenging activities that encourage children to measure their own risks, ensuring they feel extremely safe. Resources are of an excellent quality and thoroughly reflect the changing needs of the children. Very well documented policies and procedures are subject to rigorous and self-critical review and are consistently informed by the ongoing evaluation of the nursery's effectiveness. Excellent risk assessment procedures are implemented. Exemplary staff delegation and organisation of routines help children to gain an exceptionally strong sense of security. Robust arrangements are in place for the vetting and recruitment of new staff and all safeguarding regulations are fully met.

Parents, children and outside agencies are consulted regularly and their opinions influence further developments. This ensures that excellent improvements are continuously driven forward. There is a strong commitment towards ongoing professional staff development. Staff aspire to high levels of professionalism and strive for a continual improvement of the service provided. Their input in to the organisation of the nursery is highly valued and there are frequent opportunities for reflection on their practice. Training opportunities are maximised as staff feedback all details to their colleagues. The management team are continually supportive and this results in high levels of staff morale. Regular monitoring and evaluation of quality and standards at the nursery result in efficient and reflective practice. All children are fully included and their individual needs are carefully and sensitively met. The provision is adapted to meet children's constantly changing needs. Children's individual identities are nurtured and they are unquestionably included and integrated. Children blossom at this nursery as all staff are highly enthusiastic and passionate about their role in raising standards for children.

Partnerships with other settings are excellent and strongly contribute towards children's achievements. Excellent links exist with schools and support agencies, ensuring that children's transitions are comprehensively managed. Trusting relationships are fostered as staff dedicate time getting to know children and their families, making sure that children settle quickly and feel secure. A carefully coordinated approach is used that always keeps parents informed of any changes or developments. This ensures they are fully included in all aspects of their child's progress, who receive excellent continuity of care. Parents are actively encouraged to contribute towards their child's record of achievement, placing strong emphasis on what their child achieves at home. These outstanding links ensure children's needs are met exceptionally well.

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

Children thoroughly relish the exciting and stimulating learning opportunities on offer. Staff have an excellent understanding of the Early Years Foundation Stage framework and use their knowledge to extensively promote children's learning and development. The indoor and outdoor environments are very well equipped and are wholeheartedly influenced by children's interests and learning needs.

Children greatly enjoy creating imagined scenarios using the willow tunnel, camouflage tent and castle on the hill to extend their thoughts and ideas. A wide selection of props and equipment further promote creative opportunities. Children enjoy putting on the builders' belts, which have pockets to store pens and notebooks in. This encourages children to spontaneously make marks and write numbers as their imaginary play continues. They constantly communicate with each other, explaining their ideas for further play. Through this they gain the confidence to test out new words linked to their activities. They learn how to express their feelings through innovative resources which allow children to choose a colour that reflects their mood. Sensory experiences are used widely to inspire children's expressive and descriptive speech. They describe what it feels like to crunch puffed rice together and feel strands of cooked spaghetti. Children's physical skills are much extended as they climb the hill and reach the castle, pull themselves up on the climbing frame and play on the rock wall climbing slope.

Children learn a lot about the world around them as they visit local community groups and enjoy visits from the local fire service. They grow and plant their own vegetables and fruit, measuring their growth and harvesting these when they are ready to eat. They explore plant life and insects using magnifiers, while describing and expressing what they see through drawing and painting. The very well-equipped environment reflects children's backgrounds and the wider community, although resources to reflect a larger range of diversities are more limited. Practitioners are highly skilled at promoting positive attitudes to learning and are very well-deployed, enhancing children's strong feelings of safety. Staff ensure that children learn about safe behaviour and provide excellent opportunities for them to practise avoiding hazards. Challenging learning experiences are provided through the high quality planning that ensures that activities are matched to the full range of children's needs. As a result, children make immense strides in their learning and development.

Babies' development is encouraged through sensory experiences as they use all of their senses to explore and discover. Sound games and sign language are skilfully used to encourage babies to communicate very effectively. They feel secure and safe as staff reassure them and ensure they are comfortable and relaxed when they sleep. Staff maintain a constant dialogue with them, show genuine interest in their play and engage them in simple action rhymes. Babies relish opportunities to explore natural materials that they discover in the many treasure baskets. Sensitive assessment systems are in place which enable staff to identify children who have special educational needs and/or disabilities. Staff are relentless in their pursuit of further systems and ways that enable them to provide specialist support

for each child. Older children develop a strong sense of community as they share their favourite toys, books and photographs from home with their peers beautifully.

Meals and snacks are highly nutritious and introduce children to a wide variety of tastes that encourage them to be adventurous and healthy. There is a constant emphasis on enjoyable healthy eating and children enjoy courgette and carrot lasagne for lunch and homemade savoury patties at tea time. They have constant access to fresh drinking water throughout the day. Toddlers and older children extend their independence as they pour themselves a drink when they are thirsty. All children are extremely content and settled because their individual health, physical and dietary needs are met to an exceptional standard.

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

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