

The College 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

The College Nursery was re-registered in 2010. It operates from a purpose-built nursery on the Warwickshire College site in Rugby. The nursery serves the children of parents attending the college and also the surrounding areas. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm Monday to Thursday and 8am until 5.30pm on a Friday. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and compulsory parts of the Childcare Register. A maximum of 56 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 64 children attending who are within the Early Years Foundation Stage and up until the age of eight years. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications. 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 thrive in this inviting, relaxed but stimulating environment where every child is seen as unique, valued and included. They are confident, enthusiastic and actively involved in an extensive variety of stimulating activities available to them. This results in them making excellent progress in their development and learning. Staff have a lovely rapport with the children and demonstrate a great knowledge of how children learn, which enables them to effectively meet the individual needs of each child. Excellent partnerships have been formed with parents and other agencies, which results in cohesive working and continuity of care. Systems for the self-evaluation of the provision are effective and securely identify their strengths and areas for development. Management and staff are committed to continually improving the provision and parents are fully involved in the evaluation process.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to develop their independence skills, in relation to meal times.

The effectiveness of leadership and management of the early years provision

Extremely effective leadership and management within the nursery cascades down to the staff team, who in turn are knowledgeable, motivated and skilful in their implementation of the Early Years Foundation Stage. They demonstrate an excellent knowledge of their role and responsibility with regard to safeguarding children from abuse and neglect and are conversant with the procedures they should follow if they have a concern. Staff keep their knowledge of all areas of the childcare field through ongoing training and development. Robust recruitment and selection procedures ensure all staff working with children are suitable to do so. All visitors to the setting are asked for appropriate identification, their presence is recorded and they are supervised at all times. Security at the setting is excellent and no access can be gained to the setting unless via a member of staff.

Comprehensive risk assessments and daily routines support children's safety and all aspects of the setting are scrutinised thoroughly in order to identify and address any potential hazards. Concise documentation which supports children's health, safety and well-being is in place and health records are countersigned by parents. Registers of attendance confirm that children consistently benefit from good adult ratios. Comprehensive written policies and procedures provide excellent guidance to staff and concise information for parents.

There is a strong culture of reflective practice within the setting and all staff are actively involved in monitoring the effectiveness of the provision. Self-evaluation is extremely good and is focused on identifying improvements that will maintain high quality outcomes for children in all areas. Staff and parents are actively involved in the setting's evaluation and their views are evaluated and action taken as needed.

Partnerships with parents, carers and others involved in supporting the needs of individual children are excellent. Effective communication ensures staff have a thorough understanding of each child's individual needs, enabling them to meet those needs effectively. Parents receive information about their child's achievements and staff involve them in their children's learning by suggesting simple activities they can do at home with their children, such as cooking and growing and planting seeds and bulbs. Staff have very good experience of working with other professionals to support specific learning and development needs. A strong link has been formed with the local early years department and other professionals, such as the Area Special Needs Coordinator, who are welcomed into the setting to ensure the individual needs of children are consistently met.

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

Children's welfare, learning and development are extremely well supported as they progress towards the early learning goals. Staff make excellent use of their observations of all the children to plan an extensive variety of activities to encourage and support their individual development. Children's interests are identified and staff ensure that resources are well organised to support these.

Children understand the importance of sharing and taking turns and their behaviour is exemplary. The older children support the younger children, who actively seek their attention. Children demonstrate an extremely good understanding of the rules that are in place within the nursery, for example, we are kind in nursery, we walk in nursery, we share, we play together, we listen and we tidy up in nursery. Staff are excellent role models and consistently praise children for their achievements, therefore supporting their developing self-esteem and personal confidence.

Children's enjoyment of the outdoor learning environment is enhanced through the free-flow system that is in place for the older children and their involvement in developing the play area with plants, bulbs and flowers they have planted. From here they develop their understanding of mathematical concepts by measuring and comparing the foods as they grow before picking them to make foods to eat at nursery and to sell to their parents as a way of fundraising. Children's understanding of healthy eating and the importance of physical exercise are continually enhanced through the healthy snacks and meals which are freshly prepared on site each day. Older children's independence is encouraged at snack time and with regard to their play, although they do not serve their meals at lunch time. Mealtimes are a very relaxed, social occasion and staff support and encourage the children. They exercise through the use of wheeled toys, climbing equipment and the balls and hoops which are freely available in the garden. Children understand the importance of drinking to stay hydrated.

Children learn to care for living things when caring for the hamster, guinea pig and caterpillars within the nursery and show extreme kindness towards them. They understand the need to ensure they have fresh drinking water and food each day and ensure they wash their hands after touching them. Children are supported very well as they learn the importance of personal hygiene and develop independence in managing their own needs. Babies' individual routines with regard to personal care are sensitively met throughout the day and their ever-changing needs are respected. Babies and young children sleep as they need to and have their own bedding. Staff spend time ensuring children are comfortable and settled and frequent checks are made to ensure their safety is maintained.

Effective systems for monitoring children's progress have been implemented and staff recognise children's achievements. Through the use of observation, assessment and evaluation, staff identify the next steps in each child's learning and as a result are able to plan an excellent curriculum that encourages and challenges their learning. Children are enthusiastic learners and are encouraged to communicate their ideas to staff, who are responsive to their interests, adapting activities accordingly. Toddlers are learning about their environment and have made their own maps of Rugby, having looked at maps of the local area. They talk about their families and their homes, and photographs reflect walks in the local area, and the signposts and places of interest they have seen. Older children are learning simple woodwork and how to use various tools, such as hammers and nails, safely and in a controlled environment. They understand the importance of using the equipment carefully and practise hammering the nails into melons at first until they are confident and capable to use wood.

Staff are proactive in providing an inclusive, welcoming environment where equality and diversity are continually promoted and supported by effective policies and procedures. Children's understanding of the wider world is enhanced through planned activities, resources and cultural celebrations that take place. Children learn about similarities and differences through discussion and staff use persona dolls to encourage their understanding further. One doll has his own learning journal and is taken home by children to spend time with their families. Children are asked to record their adventures in his diary. The children's key person liaises well with parents if children have English as an additional language and clear labels are displayed throughout the setting in various languages, alongside visual timetables to ensure that all children are actively involved. Staff demonstrate an excellent understanding of the children's needs and any additional support is identified, sought and monitored.

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
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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

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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