

The Willows Daycare Nursery

Inspection report for early years provision

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Inspector Emma Bright

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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 Willows Daycare Nursery is one of four privately owned provisions. It opened in 1993 and operates from purpose-built premises in Soham, Cambridgeshire. A summer play scheme operates in a mobile building within the same grounds. All children have access to an enclosed outdoor play area.

A maximum of 68 children may attend the nursery at any one time and there are currently 97 children on roll who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open five days a week from 7.30am to 6pm for 51 weeks a year. The nursery currently supports children who have English as an additional language.

The nursery serves the local area and surrounding villages and children attend for a variety of sessions. School children are transported to and from the two local primary schools using company vehicles. The nursery employs 24 staff, 18 of whom hold appropriate early years qualifications and one is training towards a further qualification. The nursery is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make satisfactory progress in their learning and development and staff ensure the individual needs of children are appropriately met. Most of the required documentation is in place to promote children's health and safety. However, the risk assessment is insufficient which means there is one breach of regulation. Staff form sound relationships with parents and other carers. Systems to monitor and evaluate the provision are evolving.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment takes account of outdoor and indoor spaces, furniture, equipment and toys so that they are safe and suitable for purpose. This refers particularly to the cleanliness of the milk kitchen, the chairs in the cub's room, the toileting facilities for the badger's room and the general care of premises (Suitable premises, environment and equipment). 29/07/2011

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

- develop staff's knowledge and understanding of the areas of learning and development so that they can confidently support and extend each child's learning in a range of challenging experiences
- develop the use of information gathered about children's learning so it can be used effectively to identify learning priorities and plan relevant, motivating experiences
- ensure staffing arrangements are organised so that staff can engage with children and effectively support their learning
- develop a rich and varied environment to support children's learning and development so that they confidently explore and truly make choices in secure and safe, yet challenging indoor and outdoor spaces
- develop the system for monitoring and evaluating the early years provision in order to maintain continuous improvement, taking into account the views of children, parents and staff.

The effectiveness of leadership and management of the early years provision

Safeguarding regulations and duties are met. Staff are trained and know what action to take in the event of a safeguarding issue, demonstrating a sound understanding of safeguarding procedures. Robust recruitment arrangements are in place to ensure staff who work with children are suitable to do so. Induction procedures ensure new staff know about the nursery's policies in order to keep children safe. Risk assessments are in place and daily checks are carried out indoor and outdoors. However, this system has failed to identify and take into account hazards such as unhygienic facilities where baby feeds are prepared and some of the resources and equipment are grubby and uncared for. This puts children's health and wellbeing at risk. Staff are adequately deployed to ensure children are safe and supervised. However, they are not always deployed effectively as they are often busy carrying out chores and this affects their ability to support children's learning.

Staff work in partnership with parents and carers to ensure children's individual needs are met. Suitable information is provided to parents about the setting and sound systems are in place for staff to help children settle in. Parents are kept informed about their child's progress and achievements, and they have some opportunities to share what they know about their child. For example, a 'boomerang book' is shared between staff and parents of the older children so parents can record what they know and observe about their child's interests at home. This is beginning to inform the planning of appropriate activities based on children's interests. Staff offer daily verbal and written updates to ensure parents are informed about their child's care. Staff ensure that they find out about the children's home language and gather key words so that children have some opportunities to hear and see their home language in the nursery. Appropriate systems are in place to support children with special educational needs and/or disabilities.

Most resources are suitably utilised. However, staff do not make full use of the environment and resources to effectively support children's learning both indoors

and outdoors. For example, the main outdoor area lacks challenge and interest for children and some children have fewer opportunities to access this area during the day. The management team are motivated to seek further improvement in order to secure positive outcomes for children. However, the system to monitor and evaluate the early years provision is not fully developed. For example, not all recommendations from the previous inspection have been adequately addressed and the system does not secure the opinions and ideas of children, parents and staff in order to maintain continuous provision. Links are developing with others in order to further support children.

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

Children enjoy a sound range of activities and this enables them to make satisfactory progress across most of the areas of learning and development. Although staff understand about delivering the learning and development requirements in the Early Years Foundation Stage, some are not confident in their knowledge to enable them to support and extend each child's learning in all areas. A system for planning and assessment is in place and evolving, but it is not fully effective throughout the nursery. Children's learning journeys are not used to inform individual planning in order to effectively identify the next steps in children's learning and build on what they know.

Children are able to make some choices about what they do and babies enjoy exploring their environment. However, younger children have fewer opportunities to develop their independence skills, extend their play and some activities lack challenge to sufficiently interest and engage them. Staff throughout the nursery develop warm and caring relationships with children. They behave well and staff praise their achievements which helps them to feel good about what they do. Babies enjoy being cuddled and staff talk to them as they tend to their care needs which mean babies feel secure and safe. Children enjoy making marks to represent their ideas and older children dictate captions for staff to write with their pictures which contribute to a word-rich environment in the pre-school room. All children can select from a range of books to look at or share with adults and they have opportunities to take a book home to share with their parents.

Older children enjoy opportunities to explore their imagination as they make models from junk materials and younger children fit construction bricks together to look like a 'lolly' and they pretend to lick it. However, in some areas the creative activities displayed are adult-led so children have fewer opportunities to see their creative ideas on display where others can enjoy and admire them. Babies show curiosity in objects such as a balloon whisk as they enjoy banging it on the floor and watching to see how it moves. Older children use the computer and some programmable toys, whilst babies enjoy push and play or pop-up toys. These simple activities satisfactorily lay the foundations to support the children's future skills.

Staff generally teach children about keeping safe and they regularly practice the fire drill so that they know what to do in an emergency. Children are learning

about the importance of a varied and nutritious diet. They are provided with appropriate snacks and meals which include fresh fruit and vegetables and these are prepared and cooked daily on the premises. Babies and toddlers develop coordination as they begin to feed themselves and older children competently use knives and forks at mealtimes. Staff are aware of children's individual dietary requirements and any specific needs are catered for. Most staff hold current first aid certificates, which mean that they can respond appropriately if children have an accident whilst in their care. Some children enjoy playing outside where they ride around on trundle toys or run around freely in the sunshine. Other children have fewer opportunities to access the outdoor area, although they enjoy walks around the local area to see the ducks and the 'baby swans'.

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	3
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	3

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	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met