

The Willows Day Nursery

Inspection report for early years provision

Unique reference number 140897
Inspection date 22/06/2011
Inspector Amanda Shedden

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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 Day Nursery is owned and run by Child Base Limited, who have a chain of nurseries in the South of England. The Willows is a purpose built nursery situated in the grounds of Stoke Mandeville Hospital, Aylesbury, Buckinghamshire and was opened in 1994. The nursery is registered on the Early Years Childcare Register for 82 children. The nursery is open each weekday from 7.30am to 6.30pm throughout the year. All children share access to secure enclosed outside play areas.

There are currently 159 children aged from six weeks to under five years on roll. Of these, 45 children receive funding for nursery education. Children come from a wide catchment area.

The nursery employs 37 staff. The manager and 21 staff hold appropriate early years qualifications. The other staff are experienced in working with the children.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are receiving an excellent standard of care and education throughout the nursery. The positive interaction and dedication of the staff team ensure that each child is treated as an individual, which enables them to make rapid progress in the early learning goals learning through their play. Comprehensive systems are in place where staff and management meet regularly to discuss and evaluate the provision; they identify areas needed for improvement, create action plans and make changes for the benefit of the children.

What steps need to be taken to improve provision further?

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

- Review the medication treatment form to clearly show that there is written permission for emergency first aid from parents.

The effectiveness of leadership and management of the early years provision

The dedicated and motivated staff and management work together to create a high quality provision that responds to the needs of the children, ensuring they are well cared for and safeguarded extremely effectively. Robust recruitment procedures ensure that only persons suitable work in the nursery. All documentation is maintained to an extremely high standard. Thorough risk assessments and daily routines are used effectively to ensure that all areas

children use are safe and any hazards minimised. All staff have a relevant first aid certificate ensuring that if a child had an accident they would be treated immediately and effectively. However, the medication form parents complete does not make it clear that permission has been given to administer first aid. All accidents are recorded and there are clear and effective strategies and procedures in place for the administering of medicines, further promoting the child's well-being.

The high aspirations of the senior members of the team and the close communication with the staff ensure that there is excellent teamwork from all the adults. Room staff evaluate their practice, action plans are created and changes are made that benefit the children. Consistent monitoring takes place and encompasses all aspects of the nursery. This is carried out by management who support the staff whilst ensuring that all requirements, both legal and those they have set themselves, are in place.

This is a fully inclusive setting where all children's personal interests and abilities are acknowledged and valued. Each room has an inclusive practice folder where they record the range of activities the children undertake and evidence how they celebrate children's cultural and individual differences. Children with any additional needs are supported well and effective systems are in place to work with other agencies to support the children effectively. They work hard at providing an inclusive practice, for instance, they have created bags with additional donations from the parents for the children to take home that cover a range of subjects that may affect a child from moving house to going to the hospital or going on to big school.

Throughout the nursery the children enjoy an extensive and stimulating range of resources that are displayed to encourage children to self-select. Each room is vibrant and welcoming with commercial posters, photographs of the children and their artwork, which gives the children a sense of belonging. Each room is divided into areas to support children's learning, as has the large garden which has been thoughtfully arranged into different areas, thereby allowing children to access physical play, imaginary and role play and a planting area. The three smaller gardens have resources that promote children's learning for the children adjacent to that particular room.

The nursery works extremely hard to develop the excellent relationships they have with parents and other carers. Parents are fully aware of their child's key worker and deputy giving them a clear line of communication with those staff that are mostly involved with their child. Parents are asked to contribute to their children's learning journeys, they are encouraged to talk to the staff and the parents of the younger children receive written information about their child each day. They are given detailed and worthwhile information as their child starts making them aware of each other's responsibilities. Parents have information displayed for them in the entrance hall, in the parents' room and outside their child's play room. When their children move rooms they are kept fully informed and are invited to have discussions with their child's new key person to ensure there is continuity of care.

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

Children thrive in the stimulating and vibrant environment that is created for them by the dedicated and motivated staff team. Staff have an excellent understanding of the early learning goals. They use the observations taken of the children to plan for further activities to enhance the children's development. They evaluate activities to identify what the children enjoy to ensure whatever they plan will stimulate and interest the individual child. This ensures that each child has goals that are suitable to their stage of ability and that they are learning through their play.

Throughout the nursery children are encouraged and supported to become independent, making choices for themselves in what they play with inside or outside. Older children on an individual basis contribute to the following weeks' planning as they use the photographs of the resources and conversations to highlight what they would like to become engaged with.

Throughout the nursery there is purposeful play, staff's interaction with the children is positive and worthwhile, they use incidental moments to progress their learning from talking about colours, doing simple numbers for young children to the older children where they play sound lotto and number bingo. Children enjoy a wide range of sensory play from sand and water to shredded paper or play dough. All of which are offered in a manner for the children to self-select; the babies having them on low trays on the floor, older children where they are displayed appropriately for their stage of development.

The younger children have a structured planned activity each week supporting their learning in their communication, language and literacy skills or physical abilities; their needs are identified by the staff who choose from a set programme of activities to enhance their development. This is in addition to the daily experiences the children enjoy and participate in, which cover all areas of learning. All children are encouraged to practise their mark making skills, from the babies who are developing very early skills, to the oldest of the children, many of whom can write their names and simple words. In the preschool many of the displays of work have the titles written by the children. There are many resources in all of the rooms and gardens to support children's literacy skills. In addition, the role play areas have mark making tools, the garden has chalk boards for the children to use, children can access painting and there are books both inside and outside. As well as story times, the children enjoy listening to stories in small groups or on a one to one basis with the staff. Older children choose books and read to themselves or each other, whereas younger children are learning to turn pages and understanding that text goes from left to right.

Babies are supported in having their own routines acknowledged and responded to, for instance, having their feeding and sleeping at times to support continuity from home. The babies have activities planned for them which are suitable for their individual stage of development and they enjoy using the other rooms in the nursery, giving them opportunities to mix with the other children and undertake different types of activities, such as music and movement. Babies are held closely while they have their bottles of either formula or breast milk. They have warm

relationships with the staff, who know them well, enjoying cuddles and positive interaction throughout the day.

Children feel extremely safe within the environments they use. They confidently move around their rooms and out into the garden, choosing what they want to become engaged with. They confidently ask for help when they need it and feel secure with the staff and are accustomed to the organisation of the day. Older children are encouraged to contribute to the risk assessments by helping to look at what hazards may be in the garden before they use it.

Children develop extremely positive behaviour patterns. All the children show a strong sense of security; they have excellent caring and warm relationships with the staff and each other. They play well together, negotiating with each other when, for instance, taking turns to bandage the animals at the vet or go on the bikes. They discuss the 'Golden Values' which are displayed in the rooms. The children's good behaviour is promoted through the rewards system, where children earn badges which are displayed and once they have collected enough they are presented with a certificate. The children in the preschool room are enthusiastic about working as a team to earn beans for their positive behaviour to display on the Jack and the Beanstalk chart, knowing once they have enough beans to reach Jack they will enjoy such rewards as a new nursery fish or time in the paddling pool; the children decide what it is they are working towards. All of this supports their skills for the future.

Children are learning about healthy lifestyles. They access the outdoors each day and engage in a range of physical activities, both inside and outside. At snack time and meal times they enjoy a range of healthy foods which the older children serve themselves, enabling them to decide how much they want. Children are encouraged to become independent in their personal care skills with the eldest taking themselves to the bathroom and washing their hands at the appropriate times.

The professionalism and commitment of all the staff ensure that the children are cared for in an environment that enables them to feel secure and flourish.

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

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| 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

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| 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

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| 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

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| 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

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