

White Lodge Nursery

Inspection report for early years provision

Unique reference number	120311
Inspection date	04/07/2011
Inspector	Cathy Hill
Setting address	White Lodge, Holloway Hill, Lyne, Chertsey, Surrey, KT16 OAE
Telephone number	01932 567131
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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

White Lodge Nursery was founded in the early 1960s. It forms one element of the White Lodge Centre's wide range of services for children with special needs. The group occupy a purpose built facility which has access to an outdoor area and a hydrotherapy pool. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery may care for a maximum of 30 children at any one time, all of whom all may be in the early years age group. Children attend between the age of two years to five years and the ratio of staff is based on one adult to three children. They open for 40 weeks a year, Monday to Friday, from 9.30am to 3.30pm. All six members of staff are appropriately qualified and they have a two week induction course which includes health and safety and in-house practices. The nursery coordinator has Early Years Professional Status. There is a high level of input from specialist professionals relating to individual children's needs and staff work closely with the in-house therapy team. The nursery currently has 13 children on roll, all of whom are sponsored and all children receive nursery education funding. Provision is made for children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Exceptionally kind and dedicated staff work seamlessly as a team to provide an excellent, welcoming and stimulating environment for all children's care and learning. Highly effective partnerships established between parents and other agencies ensure children's individual needs are met and their protection assured. Staff have an exceptional knowledge of each child's backgrounds and needs, and the overall use of the environment to support children's development is excellent. The nursery's capacity to maintain continuous improvement is outstanding and all staff attend regular training to reinforce and further develop their knowledge and skills.

What steps need to be taken to improve provision further?

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

- enhancing the outdoor learning environment, for example, by introducing key word labels on resources.

The effectiveness of leadership and management of the early years provision

Children's welfare and happiness is seen as paramount by staff, who are united in their commitment to provide high quality care for all children. Highly effective policies and procedures are in place which ensures children's welfare is fully safeguarded. All staff are vetted and update their safeguarding training annually. Procedures are in place to assess staff's ongoing suitability to work with children. Children have excellent relationships with nursery staff and appear extremely happy within their care.

Extensive risk assessments ensure all potential risks to children are identified and minimised. Risk assessments are carried out on the physical nursery environment and all children have an individual risk assessment within their records relevant to their individual needs. Children thrive within the nursery where furniture, equipment and resources are suitable to support their learning and development. Staff have organised the indoor and outdoor environment very well to provide children with access to a wide variety of toys and activities. For example, children can freely access the computer indoors and the water tray and paints outside. Indoors, resources are clearly labelled with both words and pictures and staff have plans to introduce key word labelling to the outside environment. Staff are cheerful, efficient and professional and provide children with high levels of support to ensure they are all well integrated into nursery life. The nursery effectively promotes equality and diversity.

Partnerships with parents and other agencies involved in children's care are excellent. There are well established channels of communications between all partners involved with individual children. This high level of inclusion is highly beneficial to children's learning, development and welfare. Regular review meetings are held to share information and to update any support needed for children and their families. Nursery staff have daily contact with therapy staff and weekly meetings.

Parents are effusive in their praise of the nursery which they consider 'fantastic' and 'rilliant'. A wealth of information is shared with parents, both verbally and in writing, about their children and parents are given a copy of the nursery's 'Statement of purpose' which includes their policies and procedures. Rigorous monitoring and evaluation procedures are in place to ensure exceptionally high standards are maintained throughout the nursery. Staff are reflective practitioners and have completed formal self-evaluations of nursery practice identifying areas for future improvement. A quality audit is conducted annually by the onsite quality manager at White Lodge and the views of parents and carers are actively sought.

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

Children settle quickly into the nursery environment where they are warmly welcomed as they arrive. Staff have an excellent understanding of children's individual developmental needs and parents confirm that the nursery has "massively" helped their child's development. Children are fully supported in making excellent progress in developing their future skills. For example, staff work on a one to one basis with children through a planned sequence of sensory experiences aimed at developing children's communication skills. Children visibly relax during the programme and staff talk to them gently whilst giving them good eye contact. Children giggle and laugh as they are gently patted. Children feel confident and secure within the nursery and this is evident as they respond to staff with smiles and conversation, as appropriate to their individual abilities.

Children's care records and their learning and development records are explicit and meticulously maintained. Planning is completed for every child and shows their next steps in development in all learning areas. Children with profound and multiple learning disabilities have an individual sensory curriculum which links into the Early Years Foundation Stage curriculum as appropriate to each child's unique learning needs. Children's behaviour is excellent as staff successfully stimulate and engage children with developmentally appropriate activities. Children are set challenging but achievable targets and show an interest and curiosity in their surroundings. For example, physically able children decide to go outside and use a camera to take photographs of the trees. Children learn about the natural world through planting and growing flowers, herbs and vegetables and understand that plants need rain to make them grow.

All children are valued and respected as individuals and children show care and consideration for each other. For example, one child collects sun hats for children outside and takes them round to them. Staff lavish praise on children which develops their self-esteem and confidence. The high quality interaction from staff and excellent organisation of routines helps children gain an exceptionally strong sense of security. Staff see safety as a high priority and ensure children are safely secured in their chairs during activities or, if appropriate, staff sensitively support children to stand and thereby develop their muscle tone, for example as they play at the water tray. Children learn how to move around the nursery in a safe way. Outside, they enjoy themselves in 'cars' as they use their legs to propel themselves forwards and backwards.

Children are extremely content and settled as their individual health, physical and dietary needs are met to an exceptional standard. Staff receive training for each individual gastrostomy fed child and are taught how to safely feed children with feeding and swallowing problems. Staff update their training on an annual basis. Children are provided with healthy nutritious meals and snacks and they help harvest produce they have grown, for example carrots, for use in nursery meals.

Children flourish in the highly supportive nursery environment. Staff are extremely, kind, caring and patient and a very calm and happy atmosphere exists providing a

positive care and learning surround for all the children.

Children show an understanding of number as they count the number of children at registration. Staff support less able children to count by helping them move the beads on a giant abacus. Number awareness is further reinforced as children are shown the written number. Children show an awareness of print as they immediately recognise their name cards and some children write the initial letter of their name and proudly tell staff the letter sound.

Children have excellent opportunities to learn about the wider world through outings to places, such as the train station, garden centre and local airfield. Visitors to the nursery, for example the fire service, further develop children's knowledge and understanding of safety and the different roles people have. Staff fully devote themselves to ensuring all children receive positive experiences during their time at the nursery. Photographs and video footage of individual children are taken throughout their time at the nursery. Staff compile the material onto a compact disc with appropriate background music and some annotation of what children are doing. Each child receives a copy of their disc when they leave as a memento of their early learning journey and time spent at the nursery.

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

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