

# The Ascot Day Nursery

Inspection report for early years provision

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EY423714

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12/07/2011

**Inspector**

Cathy Hill

**Setting address**

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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*.

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## Description of the setting

The Ascot Day Nursery opened in 1997 and was re-registered in 2011. It operates from a play room in a community centre in North Ascot, Berkshire. The nursery has access to the hall, kitchen and laundry facilities and toilets. Children have access to an enclosed outdoor play area and the play park within the grounds. The nursery is open each weekday from 8am until 6pm for 51 weeks of the year. The setting is registered on the Early Years Register. A maximum of 18 children in the early years age group may attend the setting at any one time; of these, no more than 16 may be aged under two years at any one time. There are currently 42 children aged from seven months to two years on roll who attend a variety of different sessions. The nursery supports children with special educational needs and/or disabilities and also children who have English as an additional language. There are six members of staff who work with the children and of these, three hold appropriate early years qualifications with the remaining staff working towards qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A happy, efficient and professional staff team work seamlessly together to provide children with a positive, secure and welcoming environment for their care and learning. Children are very happy and settled and make good progress with their learning. The nursery's policies promote inclusive practice, and the overall use of resources and the environment to support children's development is good. A range of generally well detailed documentation is in place to support nursery practice. The nursery's practice is evaluated and professional development for all staff is ongoing. Therefore, there is a clearly demonstrated commitment to continuous improvement.

## What steps need to be taken to improve provision further?

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

- improve opportunities for children to develop their literacy skills and awareness of print carrying meaning, for example, through the use of key word labels within the nursery environment
- improve documentation by clearly identifying parental consent signatures on medication forms and by ensuring all children's actual daily attendance times are clearly recorded.

## **The effectiveness of leadership and management of the early years provision**

Staff understand their roles and responsibilities well. They organise the nursery environment very efficiently to provide children with good access to a variety of resources to support their learning in all areas. Resources are clearly labelled with pictures so all children are aware of the contents of toy boxes. Children are curious and show a keen interest in their environment as they spend their time actively engaged in play.

Children's welfare is effectively safeguarded. They are cared for by staff who have all been vetted and are suitable to work with children. The nursery have good procedures in place to ensure the ongoing suitability of staff. All staff have attended safeguarding training and they understand the procedures to follow should they have any concerns about the safety or welfare of a child in their care. The nursery have a detailed safeguarding policy to underpin their practice and keeps a record of all visitors to the premises. Children play safely as they are very well supervised. Staff treat all children with respect and equal concern. They support children in developing positive attitudes to differences. Children with English as an additional language are effectively supported and the nursery display a welcome poster reflecting a variety of different languages.

The nursery works effectively with parents and others involved in children's care and education. Information relevant to each child's development and well-being is shared between nursery and parents. Children's 'development books' are shared with parents on a regular basis and parents have a formal opportunity to talk to staff at six monthly meetings. Information about children is also shared through discussion on a daily basis. Parents are extremely positive in their praise of the nursery which they state is 'fantastic'.

All required documentation is in place to support nursery practice, although, some information is not clearly defined. For example, parents give their written consent for the administration of medication but it is not clear on the medication form that this is what the signatures represent. Also, the attendance register does not currently record accurate details of the children's times of arrival and departure. Management, with staff input, have been proactive in reflecting on their practice and are dedicated to continual development to improve outcomes for all children. The nursery are trialling a new computerised registration system and are in the process of implementing a new planning and tracking system to support children's learning and development.

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

Children behave very well in the warm and nurturing nursery environment. They have their individual needs and interests taken into account which creates an inclusive environment. Children have excellent relationships with all staff and enjoy

cuddles which helps support their emotional well-being. The nursery have a second key person for all children so that when their main key person is away there is a familiar and trusted person who knows them well. Children show patience and understanding as they wait their turn on gym apparatus. They are developing in confidence and self-esteem as a result of the praise and applause they receive as they achieve. Children are sensitively supported by staff in developing their future skills. Children, as developmentally appropriate, are encouraged to be independent and pour their own drink at snack time. Staff support children in developing their communication skills. Staff give meaning to the actions of babies. For example, a baby holds up a bib to a member of staff who gives the child eye-contact as she asks them if they would like her to put it on for them.

Children are developing an interest in books and freely select books to look at. Staff have some key word/picture cards for children with dual languages which develops and reinforces their awareness of print carrying meaning but there are currently no key word labels throughout the nursery for all children to see. Staff maintain development records for all children and every other month they complete a summary of each child's development and plan the child's next steps in learning. Children are making good progress with their learning and have fun as they play. They are developing an understanding of number, for example, as staff count the beads on an abacus that children are exploring and also through singing number songs. Children enjoy the freedom to express themselves through painting and during craft activities with collage materials. Children are unhurried and allowed to develop at their own pace with staff sensitively stepping in when they observe children need support.

Children enjoy a wide range of activities which contribute to their good health. They thoroughly enjoy taking part in gym sessions. Closely supervised, they climb up steps, walk along balance beams and smile happily as they come down the slide. Children independently climb on the rocker and understand how to move their body to make the rocker move. They benefit from the provision of healthy meals, such as lasagne with vegetables. Snack and meal times are well organised and children relax as they sit sociably together. The setting's policies and procedures are effective in protecting children from cross-infection and staff work hard to maintain a clean environment for children. Children show an understanding of how to keep themselves safe as they instinctively hold the bar of the trampoline before they start to bounce. They listen carefully to staff who show them the correct way to move over gym apparatus.

Overall, this is a well run nursery with kind and caring staff who display a very good commitment to improving the learning and developmental outcomes for all the children in their care.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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