

Talbot Woods Day Nursery and Nursery School

Inspection report for early years provision

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Inspection date	15/03/2011
Inspector	Samantha Powis
Setting address	Bournemouth University, Poole House, Talbot Campus, Fern Barrow, Poole, Dorset, BH12 5BB
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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

Talbot Woods Day Nursery and Nursery School is managed by Bright Horizons Family Solutions for Bournemouth University. It registered in 2005 and operates from six rooms in a purpose-built building. It is situated on a university campus on the outskirts of Bournemouth and Poole. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. All children share access to four secure enclosed outdoor play areas.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. They may care for a maximum of 86 children under the age of eight years at any one time. There are currently 140 children aged from three months to under five years on roll. The nursery welcomes children in receipt of free nursery education funding for three- and four-year olds. Children attend mainly from the local area, with some travelling in with parents who work or are studying at the university. The nursery supports children who learn English as an additional language and those with special educational needs and/or disabilities. The nursery employs 25 staff. The manager holds an Early Years degree and is working towards a Masters. Of the remaining staff, 19 hold level 3 qualifications in childcare and one holds a level 4 qualification. Some staff are working towards higher level qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and making good progress throughout the welcoming nursery. Each child is supported well by a close team of dedicated and well qualified staff, most of whom have a good understanding of their individual needs and routines. Positive relationships are established with parents and very good links are developed with others providing care or support for individual children's needs. This helps to ensure consistency. Thorough systems are in place to review and evaluate all areas of practice to ensure that positive changes continue to be made to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop planning arrangements for the younger children, to further increase the variety of activities and experiences offered throughout the day
- review staffing arrangements for the youngest children to ensure consistency and continuity.

The effectiveness of leadership and management of the early years provision

Good procedures are in place to keep children safe. Staff have a secure understanding of how to recognise signs and symptoms of abuse and the procedures to follow with any concerns. They attend training to keep their knowledge up to date and have a confident awareness of the nursery's own policies and procedures. These are included in their initial induction and referred back to at regular staff meetings. Rigorous recruitment and vetting procedures are followed to confirm staff's suitability to work with children. Good attention to safety and security ensures children remain safe at all times. Risk assessments are completed on all areas throughout the nursery and regularly reviewed to ensure any safety issues are identified and addressed promptly. Documentation is used very well to support children's safety. For example, accident reports are reviewed by the company to identify areas for improvement to prevent an accident re-occurring.

The manager is committed to ensuring each child's experience at the nursery is a happy one. She plays an active part in the day-to-day operation of the nursery, encouraging and motivating staff to develop their own skills and knowledge through training. Staff share what they know with others, disseminating newly gained skills and ideas throughout the nursery to improve outcomes for all children. Most staff have a clear understanding of their individual roles and are dedicated to working as part of a team to support children's needs. At most times, children are cared for by adults who they are familiar with and who have a good understanding of their individual needs. However occasionally, additional staff are brought in for short periods to provide cover, who are not then aware of the routines of the room or the particular needs of the children. Comprehensive procedures are in place to evaluate all areas of practice throughout the nursery. Outside professionals, senior management, staff, parents and children are all involved in identifying what works well and what needs to be improved. This approach ensures positive changes continue to be made to support the needs of children in the nursery. The nursery has made good improvement since their last inspection, improving outcomes for children's health and safety, increasing parents' awareness of the Early Years Foundation Stage and encouraging children's learning and development through generally well-planned play opportunities.

Relationships with parents are effective. They are provided with detailed information about all aspects of the nursery through the prospectus, newsletters and notice boards. They are invited to attend workshops on specific areas of practice, such as the Every Child a Talker project which the nursery is involved in, to extend their own knowledge and understanding. They are provided with a booklet that gives them ideas to help them support their own child's learning at home as they are involved in everyday routines. Parents meet with their child's key person frequently to share information about their progress and contribute towards planning the next steps for each child. Parents are very happy with the nursery and the care their children receive. Most feel that they are provided with good information and all feel confident to chat to staff about any particular issues.

However, not all are fully informed of the change in communication systems as their child progresses throughout the nursery. A 'Parents Partnership' group has recently been established, in an effort to build stronger links between the nursery and parents. There are very good systems in place to support children with additional needs. Staff liaise closely with parents and external agencies to ensure children's needs are met and that they are fully supported and included within the nursery. This excellent example of joined-up working helps to ensure each child is supported in achieving their full potential. Links are established with other settings to which children attend and where possible, settings to which children go on to attend such as school. This helps to make the transition as easy as possible.

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

Children throughout the nursery are very happy, settled and secure. They are confident, busy and motivated to organise their own play and to get involved with group activities. Excellent organisation of resources throughout the nursery, particularly in the pre-school, offers children an accessible learning environment. They can make choices about what they want to play with, who they want to play with and where they want to play. Children in the pre-school room and toddler rooms have particularly good access to outdoor play opportunities, enhancing their play and learning experiences whilst enjoying the fresh air. Children's development is generally very well planned for. However, the organisation of the baby room means at times, some activities planned and offered do not sufficiently interest or motivate them. Staff make regular observations of children as they play and use these alongside their knowledge of children's interests and preferences to plan future activities to help children to take the next step. Activities in most areas are well planned for, meaning that overall, children enjoy a wide range of activities and are achieving well.

Children are encouraged to be increasingly independent. They feel confident in the familiar nursery routines and understand boundaries that are there to keep them happy and safe. For example, a four-year-old child reminds a group of children playing in the role play area that there are too many in there. They suggest that someone should come out. Babies and younger children respond positively to their experiences with smiles and giggles as they play a 'peepo' game. Toddlers wait with eager anticipation for the giant snail to open his eyes and take a look at them, fascinated by the movement of the living creature that they help to look after. Children develop a strong sense of belonging and a sense of pride in themselves. Their individual needs are always considered, respected and valued to make them feel special. For example, children who are learning English as an additional language are supported as staff learn key words in their own home language. They are also encouraged to speak in their home language, making them feel valued and also encouraging other children to understand, respect and value diversity. Staff have made 'Mini Me's' by laminating small photographs of the children which they can then use when engaging in small world play. Older children enjoy looking

through their learning journey folders, smiling as they recall events and activities they have previously enjoyed. Children are polite, well mannered and learning to manage their own behaviour due to the consistent and appropriate strategies used by staff. Older children form strong friendships, linking up with their friends as they play.

Children's language and communication skills are developing very well. Books and quiet areas are available throughout the nursery, including outdoors, encouraging children to enjoy stories and communicate with each other from an early age. Children become increasingly aware of text and how writing is used and older children are provided with many opportunities to get involved in mark-making. For example, a child picks up a clipboard and pencil as they use the wooden bricks, showing their increasing awareness of using writing for a purpose. Children frequently use numbers and are becoming involved in problem solving. Younger children enjoy number rhymes and songs and older children use practical situations, such as counting out the plates needed for lunch time. This helps them to develop an understanding of number value and engage in simple calculation. Children are involved in planting and growing; they plant seeds and then learn how to nurture them to produce fruit and vegetables which they can then eat. Children are gaining skills that will help them in the future. They access electronic toys and games from an early age, recognising that one action will often produce a particular effect. Older children confidently use the large text keyboard and easy to use printer to type out their name and print off their pictures by themselves. Children throughout the nursery are regularly offered opportunities to be involved in creative activities which allow them to use their own imaginations to produce their own creations.

Children have a very positive attitude towards keeping healthy and follow excellent practices to support their own health, such as cleaning their teeth after lunch. They understand what foods are good for them and enjoy healthy and freshly prepared meals and snacks throughout the day. Most children benefit from getting out in the fresh air on a daily basis. Children frequently engage in physical activities to make them strong and increase control and coordination. Good use of furniture and resources in baby rooms allows children to develop good physical skills and toddlers enjoy running up and down on the small hill in the garden. Older children enjoy participating in the 'Planet Sports' session, where they try out new activities and learn new skills. They are encouraged to notice the effect of exercise on their bodies, and this helps them to develop a positive attitude towards exercise to improve their health in later life. Excellent practices followed by staff ensure children's ongoing health is very well supported. Children are made aware of safety and feel safe within the nursery. Older children enjoy visits from the fire department and the lifeboat organisation to learn about safety. Discussions about road safety when visiting the library van or going on walks, helps children to learn about practices which will keep them safe as they become more independent.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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	1
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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Annex B: the Childcare Register

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

Met