

The Vineyard Day Nursery

Inspection report for early years provision

Unique reference number	208272
Inspection date	29/07/2011
Inspector	Susan Rogers

Setting address	The Vineyard Day Nursery, North Road, Wellington, Telford, Shropshire, TF1 3ER
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Telephone number	01952 246 334
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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 Vineyard Day Nursery is in Wellington in Telford and registered in 1993. It is one of four nurseries run by the same provider. It operates from a large three-storey building. The ground floor is organised into three areas to provide care for babies, toddlers and pre-school children. The first floor provides facilities for school age children. There are two designated outdoor play areas that are fully enclosed. The setting serves the local area.

The setting is open Monday to Friday throughout the year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. A maximum of 118 children aged under eight years may attend at any one time. Currently there are 119 children on roll, of these 107 are aged under eight years and 92 are in the early years age group. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is in receipt of funding for early education places. The setting supports children with special educational needs and/or disabilities.

There are 17 members of staff including the manager who work with the children. Of these, one holds a BA Hons degree at level 6 and early years professional status. One holds a NVQ at level 4 and the remaining staff hold a level 3 qualification relevant to early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in this well-resourced setting as they are cared for by knowledgeable and dedicated staff. The robust documentation is reviewed regularly and clearly protects children's welfare and well-being. Parents' views are consistently valued and included throughout in their child's care and education through highly effective systems. Partner agencies, staff and parents work extremely well together, identifying children's individual needs, ensuring that all children are fully included. High aspirations from staff and management and a thorough evaluation of the effectiveness of the setting drives forward consistently high standards. The setting demonstrates that there is very good capacity for continued excellence.

What steps need to be taken to improve provision further?

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

- develop further the outdoor environments to offer children freedom to use

their senses as they explore.

The effectiveness of leadership and management of the early years provision

Staff have an excellent understanding of child protection issues and know how to confidently respond if there are concerns over a child's care. The child protection policies are very thorough and are introduced to all staff during their detailed induction. Robust recruitment systems ensure that staff are very well suited to their role. Their continuing suitability is well promoted through appraisals and careful monitoring of their training. They are actively encouraged to develop in their professional role through the pursuit of professional qualifications. The evaluation of the setting is ongoing and extremely thorough. This monitors all aspects of the service provided and efficiently informs the action plan. The views of parents, staff and children are actively sought through meetings, discussions and questionnaires. This ensures that the evaluation responds directly to children's individual needs. The staff team are encouraged to achieve ambitious targets and this consistently raises the quality of care for all children.

An extensive range of policies and procedures are regularly reviewed and thoroughly protect the needs of children. The risk assessments are thorough and are regularly updated. Staff provide excellent supervision for children, ensuring their safety but also encourage children to measure their own risks, providing them with excellent skills for the future. The premises are extremely spacious, enabling each age group of children to have access to several rooms where they enjoy stimulating and exciting play activities. Older children attending the holiday club have access to self-contained rooms on the first floor of the building, providing opportunities for relaxation and art activities. Toys and equipment are of an exceptionally high quality and chosen carefully to promote positive outcomes for all children. The setting regularly shares practice with other settings and seeks the advice of skilled professionals, further ensuring that an inclusive service is provided. Children who have special educational needs and/or learning disabilities and who speak English as an additional language have excellent care as a consequence of the effective assessment systems and close partnership working.

The partnerships with parents is excellent. There is clearly presented documentation in respect of children's progress to which their parents have regular access. This enables parents contribute towards their child's assessments, both verbally and in writing. A trusting partnership between staff and parents provides excellent provision for children's continuity of care.

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

Children's individual interests and learning preferences are very well supported by the dedicated and knowledgeable staff team. Assessment systems are very effective and carefully document each child's learning journey using evaluation and

annotated photographs. From this key workers plan for individual children's progress ensuring they consistently access a challenging and stimulating learning environment. Babies progress is very well supported as they explore a safe and stimulating environment. Consequently, their mobility and curiosity is greatly encouraged as they explore and use carefully chosen equipment that provides excellent support as their mobility increases.

Pre-school children are developing excellent communication skills. They confidently discuss all aspects of their play with each other and staff, discovering new words and forming friendships with other children. They skillfully mix and make paints together, describing the colours and shades they make. They use their emerging writing skills as they make labels to display their work and recognise their names. All activities are designed to promote children's confidence. As a result both pre-school children and those attending the holiday play scheme confidently speak to friends, sharing what they know and enjoying responsibility.

Meal times and snack times are very well managed so that children's independence is greatly encouraged. Children serve themselves using tongs and large spoons and pour themselves a drink. These occasions are positive social experiences where children are learning to enjoy a healthy diet. They eagerly take responsibility for the setting as they set the table at lunch time and help clear away play resources. Children are learning how to protect themselves from illness and infection through the effective routines. The spacious premises are maintained extremely well, enabling children to enjoy access to a wide variety of play experiences that are available in different rooms.

Children learn about the world around them as they explore their surroundings and hedgerows using magnifiers. They grow vegetables and fruit, harvesting these when they are ready. The spacious outdoor areas encourage children's exploration and exuberant physical play. However, there are currently limited opportunities for children to enjoy tactile experiences and use their senses as they explore. Their physical skills are greatly encouraged as they ride wheeled toys and skillfully balance on beams. They learn how to make sense of the world as they make three dimensional shapes using large crates and smaller building materials. Older children share their knowledge of dinosaurs as they discuss their size and why they became extinct. Children of all ages use books for reference and to enjoy their favourite story. They confidently recognise a range of shapes that include a heart, star and rectangle. Overall children who attend this setting are learning excellent skills for the future.

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