

# Witham Nursery

Inspection report for early years provision

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**Unique reference number**

EY295639

**Inspection date**

08/08/2011

**Inspector**

Mrs Clementina Ogunsanwo

**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*.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Witham Nursery is one of three nurseries owned by the same provider. It opened in 2004 and operates from a converted detached house. It is situated in the centre of Witham, Essex. A maximum of 41 children may attend the setting at any one time.

The nursery is open each weekday from 8am until 6pm all year round. All children share access to a secure enclosed outdoor play area. Children come from a wide catchment area. There are currently 96 children on roll, out of whom 42 are funded. The nursery supports children with special educational needs and/or disabilities.

Eight members of staff work with the children; one with an Early Years Foundation Degree, and two members of staff who have attained Early Years Professional Status with a Bachelor of Arts degree in Childhood Studies. Five staff have National Vocational Qualifications at Level 3.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and settled well in the nursery's harmonious learning environment as a result of staff's high levels of care and support. The staff regularly make observations of children's achievements and make good use of this information to plan appropriate activities, enabling them to progress. They keep parents regularly informed about what their children are learning and their achievements.

All the paperwork required for the effective care of the children is regularly updated and are used consistently for their daily care. Parents feel that their children are kept safe and have settled well into the familiar routines. The nursery has completed an accurate self-evaluation of the nursery's practice and has identified the key priorities to facilitate further improvement. A detailed and consistent training programme supports the staff's continued professional development.

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

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

- use observations more consistently to plan for individual children's needs to enable the children to make the maximum possible progress

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

Children are effectively safeguarded because of the consistent implementation of the policies and established guidelines for the care and education of the children. All staff have completed safeguarding training and are aware of their responsibilities to refer any concerns they may have about children's welfare to the relevant safeguarding authority. Children are cared for in a safe, secure and well maintained environment. A detailed risk assessment has been carried out on all parts of the nursery premises. Prior risk assessments are conducted for local trips such as the trips to the nearby park and library. All other required policies are reviewed and regularly updated to reflect current childcare practice. An accurate record of children's hours of attendance and departure are maintained.

The resources are well maintained and are used effectively for promoting the care and the learning of the children. Staff are deployed well to address the specific needs of the children in their care. The indoor and outdoor accommodation facilitates the children's play opportunities well. There is continuous free flow of activities from the indoor to the outdoor environment as demonstrated during story time. Good use is made of visual resources and makaton signing to ensure effective communication and social integration of children with special needs. Staff positively engage with the children during activities which make learning fun and meaningful.

Staff's excellent links with external agencies for specialist advice and support contributes to the successful inclusion of children with special educational needs and the active promotion of equality of opportunity. Purposeful activities, such as the celebration of Chinese New Year and Diwali are developing the children's awareness of diverse cultures although this could be further extended.

Parents express satisfaction in the work of the nursery. They actively take part in the setting's activities such as bringing everyday objects into the nursery in support of current topics. The staff regularly inform parents about their children's progress although not all parents were fully aware of the content of the early years curriculum. Well organised transition systems enable the children's smooth transition to the next stage of their learning.

Self evaluation is accurate. Leaders and managers are highly committed to facilitating improvement and have effectively addressed the recommendations from the previous inspection. For example, robust risk assessments are conducted for outdoor trips and there are detailed guidelines for ensuring that children are supervised at all times.

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

Children are happy and relaxed and have settled well into the familiar routines as a result of the staff's high levels of care and support. All the children, including the children with special educational needs and disabilities are fully included in the range of activities provided. Relationships are positive and the children happily undertake lively conversations with each other and adults. The range of activities provided such as printing, painting, collage and role play sessions to recreate 'road and rail lay' out sustains the children's interests. Children collaborate well with each other during a range of lively game sessions such as the construction activities. They take turns and cooperate well with each other and are developing positive early social skills. Behaviour is good.

Children's obvious enjoyment is evident in their delight during a valuable opportunity to observe the features of a helicopter that landed in the nursery's nearby field. Their increasing level of independence is evident at well organised mealtimes during which the children make independent selection of fruits and serve their meals.

Good hygiene procedures are in place to prevent the risk of infection. Children routinely wash their hands after play sessions and before meal times. Their health and well-being is promoted well through provision of a healthy selection of snacks and the consistent access to clean drinking water. Children's awareness of the benefits of a healthy lifestyle is further enhanced through positive contribution with opportunities to plant a range of vegetables.

Regular access to the outdoor environment for nature walks and trips to the nearby park supports children's active physical play sessions during which they make imaginative use of a range of climbing and balancing outdoor equipment. Special visitors, such as the community policeman assists children's awareness of helpful members of the community. Regular discussions about keeping safe during local trips to the park contribute to awareness of safety. Most of the older age children could count accurately and write their names, which is developing their 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

<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>	1
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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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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## **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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