

Ottertots Day Care Nursery

Inspection report for early years provision

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Inspection date 18/08/2011
Inspector Brenda Flewitt

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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

Ottertots Day Care Nursery is privately owned and has been registered since 2007. The nursery is situated in a rural location on the outskirts of Ottery St Mary, Devon. It is purpose built with the accommodation mainly on the ground floor. There is an indoor adventure playground on the first floor, which is also used as an after school club. There is an enclosed garden available for outside play. The nursery is open Monday to Friday all year round, excluding bank holidays, from 8am to 6pm. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children may attend at any one time, all of whom may be in the early years age range. Of these, 16 may be under two years. There are currently 123 children on roll, of whom 107 are in the early years age range. Children up to the age of 11 years are accepted after school. The nursery provides funded early education for three and four-year-old children, and supports children with special educational needs and/or disabilities. There are 22 staff employed to work with the children. Most of these hold early years qualifications at level 3, with two being qualified teachers.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely well cared for in this purposely-designed nursery by a team of enthusiastic staff who highly value each child as an individual. Children benefit from being in age-related groups where they flourish, as they enjoy learning through exploration and investigation. The excellent partnership with parents, and links with other professionals, contributes to staff successfully promoting each child's rapid progress in most areas of their overall development. Self-evaluation is effective in identifying areas for development, and staff are committed to continuously improving their knowledge to enhance children's experiences.

What steps need to be taken to improve provision further?

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

- reviewing the organisation of story time in the pre-school room, prior to snack, to fully promote children's participation and listening skills
- enhancing further children's awareness of healthy practices, for example, routines for oral hygiene.

The effectiveness of leadership and management of the early years provision

The team of enthusiastic staff work together effectively, resulting in a extremely well-organised provision where children know what to expect and settle quickly. Staff implement clear policies and procedures to promote children's welfare and safety. Children's safety is high priority. Staff are vigilant about maintaining high security to protect children from intruders. They have a secure understanding of safeguarding children, which includes recognising signs and symptoms of abuse, and their responsibilities in following procedures if there are concerns. Staff keep their knowledge up to date, and children's existing injuries are recorded as routine. All this helps to protect children from harm. There are robust recruitment and induction systems for checking that staff are suitable to work with children, and sure about their roles and responsibilities. Staff complete detailed risk assessments and daily checks to ensure they provide a safe environment for children to play, both inside and out. Rigorous routines help to maintain hygienic surroundings, particularly for the younger babies, for example, by discouraging outdoor shoes. All records are in place, completed accurately, and monitored to help identify any areas for improvement or extra support.

Children use an extensive range of high quality equipment and resources, which is thoughtfully selected and arranged to enable children's independence, safety and spontaneous choice. Effective staff deployment means that children are well supervised and supported. They benefit from being cared for in age-related groups, where they become confident learners. Staff know children extremely well as individuals which enables them to meet their needs effectively. Children with specific needs are well supported and fully included. Children develop a positive attitude to people's differences through the excellent example set by staff as they present an inclusive approach to all.

Staff promote excellent partnerships with parents. Parents receive a wealth of information about the setting by way of a detailed prospectus, regular newsletters, a website and comprehensive displays. Staff make themselves available daily for sharing information verbally with parents and others, to help meet children's individual needs. This is supported with communication books to fully promote two-way dialogue. Parents' views are actively sought and considered through ongoing discussion and regular questionnaires. Effective partnerships are established with other settings that children attend to share information to fully support their welfare and development.

The recommendations from the last inspection have been addressed, which has improved aspects of children's health and overall development. Effective self-evaluation systems that include feedback from staff and parents are successful in identifying areas for development to enhance children's experiences. For example, rearrangement of the baby and toddler room to improve the physical environment and toddler's access to outdoor play. Staff are committed to continuous improvement, they attend training regularly to improve their knowledge and understanding of various aspects of children's welfare and development.

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

Children flourish in an environment that has been thoughtfully designed to meet their individual needs and promote learning through play and exploration. All children are extremely happy, settled and secure in the care of friendly and caring staff. From a young age, children make excellent relationships with staff and one another. They develop a strong sense of belonging as they see photos of themselves, friends and family displayed in the nursery. School-aged children like to return to familiar surroundings and people after their day at school, where they can relax or be active. Children behave very well. They know what to expect through familiar routines and clear explanations. Young children learn to take turns and share equipment. Staff regularly praise children for good behaviour and achievements, with clear explanations as to what it is they are doing well, for example 'great sitting' or 'fantastic picture'. This helps to boost children's self-esteem and confidence.

All children are involved in a broad range of stimulating activities, both inside and out that help them learn through play. They are confident learners and overall, focus very well on activities both independently and when sharing experiences with friends. However, the organisation of the group story time before snack in the pre-school room does not always fully promote children's listening skills and participation. Throughout the nursery children enthusiastically use their senses to explore an extensive range of objects and materials. For example, babies investigate soft fabrics, crinkly silver foil and a variety of musical instruments. Toddlers explore the properties of fruit they have picked on their walk to a local farm earlier in the day. Older children express themselves using a wide variety of materials and always have access to materials for mark making and messy play, both inside and out. Children develop a secure understanding of using numbers and counting in play and meaningful situations, such as counting how many children are in a group and matching the appropriate number of cups and plates.

Staff have a secure understanding of the Early Years Foundation Stage and plan stimulating activities linked to themes according to children's interests, such as 'Pirates'. For example, children liked constructing a pirate ship joining various materials together, and acting out imaginary situations. They searched for 'treasure' using maps they had made and enjoyed pirate related stories and books. Staff successfully use the inside and outside environment to promote children's enthusiasm to 'find out' and extend their own play and learning. Children's days often include outings to local places, which promote children's curiosity about nature, wildlife and features of their environment. Staff complete a comprehensive observation and assessment system which identifies each child's learning priorities and effectively plans for their next steps. Staff are skilful in their interaction in children's activities talking with them to help them think, recall, develop vocabulary and solve problems. Therefore, children are making excellent progress in their learning and development.

Children enjoy an extremely healthy lifestyle. Babies' individual routines are

discussed and respected so that they eat and sleep according to their own needs. Overall, children understand and practise good procedures for their personal hygiene, however, this does not routinely include care of their teeth. They make choices from healthy options at mealtimes, with an opportunity for a freshly cooked hot lunch. Children have daily fresh air and exercise. They develop competence in managing their outdoor clothing, which enables the freedom to enjoy outdoor activities in all weathers. Children develop confidence in keeping themselves safe. For example, young children are made aware of road safety when they go for walks to a play park. Older children learn to take calculated risks, for example, when using challenging climbing equipment. Frequent fire drills mean that children know what is expected in a real situation.

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