

Surrey & Borders Partnership Day Nursery

Inspection report for early years provision

Unique reference number	122529
Inspection date	09/09/2011
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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

Surrey and Borders Partnership Day Nursery was established in 1984 and it is owned by the Surrey and Borders Partnership NHS Trust. The three storey building is situated in a rural part of Epsom in Surrey. The ground floor accommodates babies under two years of age in two units. There are two flights of stairs with a secure gate leading to a separate unit consisting of 2 rooms for the two to four year old children. There is a conservatory which is mainly used for dining and educational activities. The second floor has a staff room toilet, kitchen and store rooms. The setting is open each weekday from 8am to 6pm for 52 weeks of the year. The setting is registered on the Early Years Register to care for a maximum of 50 children at any one time. There are currently 40 children on roll within the early years age range and they attend at different times of the week. All children have access to a secure enclosed outdoor play area. The setting is in receipt of funding for the provision of free early education to children aged three and four. Children come from a wide catchment area. The setting currently supports a number of children who speak English as an additional language. There are 29 members of staff of whom 21 including the managers hold appropriate early years qualifications. The setting works in partnership with Surrey County Council and with Surrey and Borders National Health Service Trust.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The management and staff team promote all aspects of the Early Years Foundation Stage framework requirements exceptionally well within the calm, yet vibrant, natural and inclusive environment. Children generally develop their personal skills well. There are limitless opportunities to support diversity and children are making exemplary progress in their learning and development. The management and staff team meet children's individual needs by their focus, dedication and knowledge of early child development. Furthermore, the team work collaboratively with exciting and creative partnerships to bring out the very best in their children. The management and staff have embedded the capacity to consistently improve and develop enriching and awe-inspiring ideas by excellent self-evaluation of their practice with children.

What steps need to be taken to improve provision further?

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

- ensure that the two and three year old children dress and undress independently and increase their own personal hygiene.

The effectiveness of leadership and management of the early years provision

The management and staff team are thoroughly informed about child protection procedures. All staff have paediatric first aid qualifications. Designated staff are responsible for first aid which ensures the safety of all the children at all times hence, any accidents or concerns are immediately dealt with given the robust procedures. The management and staff team have excellent knowledge of hazards in their environment that could potentially harm the children, consequently there is a detailed daily record for activities, the premises and outings in place. This ensures that any potential hazards are accurately recorded and minimised effectively. There are registers for children in each room and there is a separate daily register for all staff at the setting to maintain the children's safety and planning effective child to adult ratios.

All staff are deployed purposefully to ensure that the children are exceedingly well supervised at all times. Children are offered delightful and creative resources within all the areas in the nursery. These resources are used exceedingly well to promote children's learning and development. Management and staff have taken immense steps to ensure that resources and the environment are fully sustainable. Children visit a wealth of extremely stimulating places when they go out within their local community and beyond. This ensures a continuum in their learning and also feeds into the continuous improvement of the nursery.

Equality and diversity are promoted extraordinarily well; children represent a range of cultures and everyone is treated with great respect and care. Children who have little or no English are warmly welcomed. They are supported most effectively not only by the staff but by the provision of visual resources within the environment. Staff obtain wide ranging information and useful vocabulary from the children's parents to use as necessary. This helps children new to the nursery to settle quickly and for staff to meet their individual needs extremely well...

Children are introduced to highly effective resources that enable their growing development and understanding of other cultures in our society. For example there are celebrations held at the setting encouraging children to try many different foods and be introduced to learning vocabulary in different languages. The nursery maintains extensive relationships with specialist staff working in the other services. This is invaluable as staff act on training, advice and guidance given to meet children's needs.

The management have worked hard to implement various systems to evaluate their provision. They actively seek parental feedback and their views on possible improvements and new ideas through questionnaires and newsletters. For example, the management has an appointed 'Stay and play' Officer who offers an invaluable service to parents giving them the opportunity to engage in dynamic

and imaginative play, together with their children. This builds a solid home link and fruitful partnership.

Recommendations from the previous report have been met above and over the normal requirements. Staff consistently observe children's starting points, next steps and display their achievements. Children are also praised enthusiastically, especially when they respond willingly to everyday routines such as forming a ' lovely line' ready to go outdoors.

Relationships with parents are excellent; parents are encouraged and supported by the nursery with their children's learning and development. Parents receive regular useful newsletters. They are offered training in different areas such as using Makaton signing. There are regular opportunities for parents to socialise such as being involved in fund raising events to buy further resources, showing their keenness to support the nursery. The most recent event resulted in providing a wooden bridge and steps for the garden to enhance children's physical skills. Parents make a considerable contribution to the setting and their views and ideas are incorporated to the benefit of all the children.

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

Children are making excellent progress towards the early learning goals. Children demonstrate interest and enthusiasm, by initiating their own learning, supported exceedingly well by the particular staff member assigned to them. Excellent planning for children's learning and development is in place and meets all children's needs. It takes into account individual interests and abilities. Furthermore, staff know how to foster learning further such as integrating children into bigger groups in order to increase their self-esteem and socialization skills. There is a range of clear systems in place to observe and document children's progress and capabilities; these include effective planning for children's progress and development. All children are observed for a period of six weeks initially before their achievements are documented in order that their interests and behaviours are identified and plans made..

Children, including babies, have a wide range of activities to develop their literacy skills and they are making excellent progress. Babies develop their hand and finger dexterity by using suitable resources, outside and inside. Children develop valuable skills for their future lives in numeracy too. Babies develop their understanding of through imaginative play using sand, water, songs and books. Staff plan exciting opportunities for older children to use number, such as going to a shoe shop in Epsom and handling a cash till. Other interesting outings include picking and weighing their hand-picked fruit from farm visits. Such excellent experiences motivate and enthuse children so they are very keen to participate. Children with little English are fully included and supported by their key people and other staff that can speak their language.

There are social celebrations to celebrate all children's differing backgrounds. Parents are included too, such as for 'World Food Tasting Day'. This event encourages children to try different foods and experience a variety of music from around the world. All children may access all toys suitable for them. The nursery has an abundance of appropriate toys in its toy library to stimulate the young learners. Children and babies practise and develop physical skills by using resources such as little trikes, slides and climbing equipment. The wooden bridge encourages children to self- test their balance and co-ordination.

There are superb activities to promote the learning of safety as children regularly go on trips to practise road safety. Within such activities the children are introduced to the world around them and they are able to see dangers, such as cars.

Children live healthy lifestyles extremely well when in the nursery. The cooks prepare nutritious and well-balanced lunches. The staff prepare equally healthy snacks such as apples and raisins which all enjoy. For children that have allergies there is always a healthy equivalent but with modified ingredients so they feel included. Visits from a dentist to help children to learn about dental health. Hygiene is promoted consistently, as the children all know what to do before any meal. Most automatically go to wash their hands and follow a thorough washing routine without any prompting, although personal independence skills are less well developed with the two and three year old children. Children and babies sit, eat and drink calmly and as independently as possible, such as through holding non-spill beakers. Babies use spoons to feed themselves and older children use appropriate knives and forks competently.

All children's behaviour is managed to an exemplary standard. This is evident as most children share toys automatically, socialise extremely well, and all the children are friendly. They develop excellent language skills that will serve them well when they leave the nursery and move into formal education. Additionally, the nursery encourages children to learn about recycling from an early age, which will also be of use in their future lives.

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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