

Three Gables Day Nursery

Inspection report for early years provision

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Inspection date	14/09/2011
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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*.

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

Three Gables Day Nursery originally registered in 1962 and was taken over by the current owner in 2010. The nursery operates from the ground floor of a converted house. It is situated in Westbourne in Bournemouth, close to local shops, gardens and a short drive from Bournemouth town centre. The nursery is registered on the Early Years Register and may care for a maximum of 35 children at any one time. There are approximately 107 children on roll who attend at various times throughout the week. The nursery is open each weekday from 8.00am to 6.00pm for 50 weeks of the year. All children share access to a secure enclosed outdoor play area. Children come from a wide catchment area, as parents travel to the area to work. The nursery currently supports children learning English as an additional language.

A team of 12 staff work directly with the children and in addition the registered person also works with the children. All staff hold relevant qualifications including three staff to degree level. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into a child orientated, friendly and caring environment. They enjoy a wide range of stimulating play opportunities which helps them to make good progress in their learning and development. Children's needs are overall effectively met. Children's health and safety is well supported. There are effective systems in place for ongoing evaluation of the provision which helps staff to focus on continuous improvement.

What steps need to be taken to improve provision further?

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

- review the organisation of the changes between activities so that consideration is given to all children's needs when going outdoors to keep them fully occupied
- ensure the needs of every child are fully met, particularly when the key worker needs to spend time with other children.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good knowledge and understanding of safeguarding children. They are confident in what to do if they are concerned about a child's welfare. There are secure recruitment and vetting procedures ensuring all adults are

suitable to have access to children. Regular risk assessments enable staff to keep children safe in the nursery and outside.

The nursery exceeds the required ratios with a qualified team who are committed to ongoing training. The management team clearly value their staff and are keen to involve them in nursery life. Management and staff have a clear vision for providing best quality care. All required documentation meet children's health, safety and general well-being requirements.

The staff and management are committed to improving outcomes for children. They have been working closely with the local authority since the last inspection. Systems to monitor the provision are effective including the management team observing and assessing daily practice. All staff are involved in self-evaluation systems and the views of parents and children are actively sought and their suggestions and comments valued.

The space and resources are used effectively to enable staff to effectively meet the needs of children. However, occasionally this is not the case when activities change for younger children and the key person is temporarily not available during larger group activities. Older children have free flow between indoors and the outdoor decking area where they are able to freely access more activities. All children have regular access to the garden area including the new vegetable plot.

Children's understanding of diversity is well supported with resources reflecting different cultures. The nursery is supporting a children's project in Africa and as a result the nursery children are learning about different lifestyles and the needs of others. Children who learn English as an additional language are well supported including the good use of pictorial aids to enable children to understand when activities change.

Management and staff develop a good partnership with parents and carers providing them with a detailed parent pack with information about how the setting supports children's individual learning and development. Parents are welcome to see their child's learning story at anytime and add their own comments. Meetings are arranged to discuss their child's progress and newly introduced home visits have been welcomed by parents and carers. Parents comment that they are very happy with the provision and how staff meet the individual needs of children. Staff have developed good systems to share information with other professionals including children who have transferred to school.

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

All children are warmly welcomed into the setting. New children are settling well because staff show affection as they care for them. Children immediately become involved in activities of their choice. Staff engage with children with genuine interest and enthusiasm.

Staff engage with babies at all times with cuddles and verbal interactions. Babies who are settling are happy as their key worker and comforters are close by. Home routines are discussed with parents and carers to enable continuity of care.

Babies are happy in their activities as they freely explore the environment. New children respond well to their key worker and show they are happy as they giggle during activities. Other babies choose a book and give it to staff. The small group sit together looking and talking about the pictures. Some babies giggle with their friends as they jump up and down and their friends imitate by bobbing up and down. During the day the babies join older children in a large group activity and enjoy the singing and creating their own movements to music. They also delight in trying to catch bubbles as music plays in the background.

Older children freely access activities and some enjoy playing in the role play area. There is a good variety of resources and the children enjoy sorting out the different foods. Staff ask for a carrot and point out to the children they have been given a half carrot instead of a whole carrot. Children join in counting the eggs supporting their numeracy skills. A member of staff asks a child about their favourite fruit and they reply, a banana. Children are introduced to new fruits and staff talk about a slice of water melon looking at the colour and the seeds supporting children's knowledge and understanding of the world. Children tell staff they only have yellow melon.

Some children enjoy watching others constructing a tower and join in. Staff encourage children to count the bricks asking them to make the top of the tower level. This activity promotes their problem solving and helps them develop skills for the future. Children enjoy enthusiastically looking for the right size bricks to fill the gap. Eventually they are successful and are congratulated by staff.

Children enjoy making a circle and joining in songs and rhymes about a farm supporting their language skills. They enjoy singing about five little ducks as they each hold a plastic duck. Some younger children particularly enjoy the dancing and confidently dance in the centre of the circle. Children get excited as they enjoy making patterns in the air with ribbons on sticks.

All adult led activities are well organised however occasionally events are not thoroughly thought through such as when a larger number of children access the garden. Children spend a long time waiting and get restless as others are helped with their wet weather clothes and this impacts on children's time at other activities.

Children enjoy the many activities on offer in the garden including the wooden train, pirate ship and the big, new sand pit. Some children enjoy making marks on the blackboards. Others sit in the decorated, cosy playhouse where children enjoy talking and looking at books. Children venture into the forest garden through a tunnel of willow and make their way to where the watering cans are stored. They fill them with water and some enjoy making muddy puddles whilst others water the strawberry plants in the vegetable plot. Some children enjoy looking at photographs of previous activities in the garden. They get excited when they see their friends eating strawberries, talking about the different flowers to staff.

Staff are pro-active and are making continuous improvement in systems to support children's learning and development. Staff demonstrate a secure understanding of the Early Years Foundation Stage. They complete observations and assessments and use these to plan the next steps in children's learning. They have recently implemented a new planning system which all staff are working towards making sure all children make good progress in all areas of their development and learning.

Children follow good hygiene practices including washing their hands with liquid soap and paper towels before eating. Good nappy change procedures encourage babies to clean their hands to build the links with good hygiene routines. Effective procedures at sleep time make sure children have their own clean bedding and are monitored well during their sleep. Children enjoy freely accessing the snack bar where they help themselves to a choice of fruit and crackers. Drinks are easily accessible. Children relish their cooked, nutritious meals including roast beef, broccoli and potatoes. They behave well at the meal table and are learning good manners. Babies enjoy their meals with good levels of support from staff. Babies emotional needs are well supported when they wake up, they enjoy cuddles as staff recognise they are not quite ready for their lunch.

Children learn about safety issues as they risk assess the outdoor area with staff. All children are learning to hold on to the rail when descending the steps into the garden. They safely use utensils at meal times. Children behave in safe ways as they point out to others that their shoe is undone. They are also happy to help each other when changing their shoes. All children cooperate well in helping to tidy up. Staff often praise children during activities and award them for special achievements.

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

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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	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

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