

Inspection report for early years provision

Unique reference number

EY427635

Inspection date

04/10/2011

Inspector

Lynn Reeves

Type of setting

Childcare on 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

The Welcome House Day Nursery was established in 1992 and re-registered in 2011. It operates from purpose-built accommodation in the grounds of one of the provider's homes. There is a fully enclosed garden for outside play. The nursery is situated near to the centre of Chichester, West Sussex. It serves the local area and surrounding villages.

The setting is registered on the Early Years Register. A maximum of 21 children aged between two and five years may attend the setting at any one time, with no more than eight of these children being under three years of age at any one time. Currently, there are 54 children on roll. The nursery receives funding for the provision of free early education to children aged three and four years. Welcome House is registered as a full-day facility, although children may attend on a full-time or on a sessional basis. The nursery opens Monday to Friday from 8.30am until 5.30pm. The provision supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs seven members of staff; of whom, six hold appropriate Early Years qualifications and one is currently on training. The nursery receives support from a quality mentor from the local authority. It is a member of the National Day Nursery Association and the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are making excellent progress in their learning and development, as they are provided with an extensive range of experiences and activities. The setting recognises the uniqueness of each child and meets their developmental needs in partnership with parents and carers. Children are safe and secure; their welfare needs are met exceptionally well. Most policies and procedure are implemented effectively. All children are fully supported by enthusiastic and dedicated staff, and external professional intervention is sought where appropriate. Children are developing excellent personal confidence and communication skills in this supportive and welcoming environment. All staff work together closely to identify and address any areas for development, continuously driving improvement for the benefit of the 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:

- developing further the fire evacuation procedure to ensure all children that

attend know what to do in an emergency.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted by the high standard of record-keeping and documentation. Policies and procedures clearly set out how the provision operates and what safeguards are in place to ensure children's safety and well-being. Staff have completed "safeguarding children" training and are fully aware of the procedures to follow should they have any concerns for a child. There is a robust system in place for ensuring all adults are vetted and suitable to work with children, which is updated and reviewed annually. Comprehensive risk assessments are in place and safety and security are given good consideration. Additionally, staff gently remind children about moving sensibly, whilst thinking about their own and others' safety. Fire evacuations are practised with the children, although these need to be developed to ensure all children that attend know what to do in an emergency situation.

The staff are all highly dedicated to providing an excellent and continually improving standard of care and education to all the children. Daily routines, staff performance and training are continually being evaluated. Staff demonstrate very good knowledge of the Early Years Foundation Stage and continually update their knowledge through further training. Information from courses attended is cascaded, so that all staff follow a common approach, to ensure continuity and consistency for the children. Staff observe and monitor children's progress and continually evaluate their own teaching methods through their own peer on peer observations. All staff are involved in completing their own self evaluation procedures to help reflect on what works well and to address any area that needs further improvement. This demonstrates they have the capacity to improve to benefit the children. Staff deployment is very good, ensuring all children are fully supervised and receive support and encouragement throughout the day. The staff highly value every child as a unique individual and a very strong feature of the care is the knowledge of each child's stage of development and what they need to do next to help them progress.

Staff have a very good understanding of equality and diversity, enabling them to provide a service which is inclusive for all. Children develop their understanding of the wider world through planned topics and themes; these cover festivals from around the world, food-tasting activities, dressing up in various costumes and seeing a range of visitors. The setting is welcoming to all; positive images of ethnicity, gender and disability are displayed around the nursery and children's creations adorn the walls, developing their sense of belonging and achievement. The equipment is displayed at low level and clearly labelled; this enables children to access the resources independently, promoting their freedom of choice and decision making skills effectively. Children benefit greatly from the outdoor free flow system which is enriching and stimulating.

The setting communicates very well with all parents, enabling them to work together in partnership. Parents are provided with information displayed on a

notice board, through consultation, newsletters, termly meetings and via the learning journals. Questionnaires and a suggestions box are used to share and gather information and the introduction of "Reflections from home slips" help encourage two way information sharing. Key workers make themselves available to talk to parents and additional information is shared at handover time. Feedback from parents is very positive, as they state they are exceptionally happy with the nursery and the care the staff provide for their children, alongside the learning experiences that they receive. Excellent transitional procedures are in place to ensure the children feel comfortable to move onto school. The setting has set up links with other early years providers that the children may attend and outside professionals to ensure consistency of care and learning.

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

Children make very good progress in their learning and development. Children are very well supported by the staff and build positive relationships with each other and the adults around them. Children clearly love playing outdoors; they run around organising their own games and invite adults into their play. They enjoy playing hide and seek with one another and use their imaginations well as they make the goal area into a jail. They find the dressing up outfits and police helmets and arrange themselves into the good and bad guys as they pretend to play cops and robbers. Children demonstrate good spatial awareness of others, as they ride their bikes and scooters around and love hanging from the apple tree on the monkey ropes. Children are developing mathematical concepts as they work out which items float or sink when playing in the water tray. They fill plastic bottles and containers with the sand and rice grains and work out how to make things flow through the tubes. Other children enjoy matching and sorting the compare shapes; they develop use of small muscles and demonstrate good hand-eye coordination as they use the tongs to pick the items up, arranging them into the various shapes, sizes and colours.

Children demonstrate very high levels of independence; even the youngest follow routines, such as washing and drying their hands, using cutlery and serving themselves at snack time, with very little adult help required. Children attempt to put on their own aprons and outdoor clothing and help themselves to drinks when they are hot and thirsty, recognising that they need to take care of their own bodies. Staff plan activities to help the children make individual progress, recording their achievements by meticulous observations which are carefully evaluated to see what the child needs to do next. Staff promote sustained, shared thinking to encourage lots of talk to extend children's experiences, thoughts and ideas. These in turn contribute to a report which is prepared termly for parents, keeping them well informed on their child's progress and milestones. Children with additional needs, or who have English as an additional language are identified and well supported, both within the setting, and by calling upon external professional help.

Children build very positive attitudes to learning, by enthusiastically engaging with the equipment and resources which they use imaginatively and experimentally. For

example, they enjoy painting the fence with the water, and use a range of media to make designs, such as sticking cotton wool on to paper to make fluffy clouds. There are lots of opportunities for children to recognise and form letters, making marks and writing their name on their pictures. Children enjoy sitting in the book corner with their peers and demonstrate extremely good listening skills during group circle time. They listen well to instructions and to the stories being read, often predicting what is going to happen next. They enjoy standing up in front of their friends to sing their own songs and enthusiastically take part in acting out the actions to familiar nursery rhymes. Children have opportunities to observe, find out about and identify some features of living things; they learn about life-cycles of insects and enjoy seeing and handling the various animals and creatures when the Zoo Lab and mobile farm visit the nursery.

Children are learning good skills for the future, such as practising letter sounds and recognising their own names as they self-register. They are learning about recycling and growing things in the garden. They also pick, prepare and eat their own food and take part in lots of cooking activities to gain an understanding of where things come from. All the adults speak very respectfully to the children, explaining clearly and carefully what is required of them, and encouraging politeness and good manners in return. Major festivals, both traditional and worldwide, are celebrated, with food, music and artwork throughout the year. Technology, such as the computer and programmable toys, is used effectively to support their learning.

Children are aided in keeping themselves safe and healthy. They know that they must wear protective clothing when it is hot or cold outside and put on their aprons during messy play activities. They understand the need to wash their hands after messy play or using the toilet and before eating their snacks. Children have a snack of milk, water and fruit or vegetables each day. They serve themselves, skilfully using knives to cut up the fruit and pouring their own drinks. They enjoy sitting with a couple of friends at the snack table and mealtimes are relaxed and enjoyable. Children play a very positive contribution to the setting. For example, they learn great respect for each other through learning to play collaboratively and manage their own behaviour. Children thoroughly enjoy their time at the nursery; building warm and friendly relationships with one another as well as the adults around them. They are confident and articulate, able to express their needs and feelings and ask questions. They are able to direct their own learning, experimenting and solving problems as they use the resources and interact with their surroundings.

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

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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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