

# Verwood Day Nursery

Inspection report for early years provision

---

**Unique reference number**

EY425643

**Inspection date**

27/09/2011

**Inspector**

Dinah Round

**Setting address**

Moonacre, Potterne Way, Three Legged Cross,  
WIMBORNE, Dorset, BH21 6RS

**Telephone number**

01202822338

**Email**

Info@verwooddaynursery.com

**Type of setting**

Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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).

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

Verwood Day Nursery is privately owned and was taken over from the previous management in 2011 and therefore obtained new registration in 2011. The nursery operates from a detached property set in its own grounds in a residential area on the outskirts of Verwood, Dorset and it follows the Montessori method of teaching. There are five pre-school rooms for children aged over two years on the ground floor, and two first floor rooms to accommodate children aged under two years. Children have access to an enclosed outdoor play area. The nursery is registered on the Early Years Register to care for a maximum of 68 children at any one time. There are currently 60 children on roll who attend at various times. It provides free early education for children aged three and four years. The nursery supports children with special educational needs and/or disabilities. The nursery is open from 7.45am to 6.00pm for 51 weeks of the year. It employs 12 permanent staff, including the manager. Of these, 10 members of staff are qualified to NVQ at level 3 or equivalent, with another member of staff currently undertaking a National Vocational Qualification at level 3. The nursery also employs bank staff, who provide emergency cover, and a part-time chef.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's welfare is not sufficiently safeguarded because the nursery does not effectively protect children by ensuring that all staff working alone with them at all times have had all necessary checks completed. This is a specific legal requirement. The nursery has several systems in place to review and monitor their practice, with a clear focus for the ongoing development of the provision. However, recruitment and vetting procedures are not sufficiently robust and some staff do not have a clear understanding of safeguarding issues. Children make good progress in their learning and development due to the stimulating and well-resourced environment provided. The partnerships with parents are extremely strong which effectively supports continuity of care and learning for children.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- make sure that adults whose suitability has not been checked do not have unsupervised access to children 04/10/2011

(Suitable people)

To improve the early years provision the registered person should:

- improve recruitment and vetting procedures so evidence of suitability decisions is maintained, including references, employment history, qualifications, identity checks and any other checks undertaken
- improve staff's knowledge of child protection, so all staff have an up-to-date understanding of safeguarding issues.

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

Children's welfare is compromised because during a certain period in the day they are left alone with a member of staff who does not hold a current Criminal Records Bureau Disclosure. This is a breach of a specific welfare requirement of the Early Years Foundation Stage. The procedures for maintaining visual supervision of unchecked staff at all times are insufficient, although the management has ensured that unchecked staff do not undertake duties such as nappy changing. Apart from this, the recruitment and vetting procedures are generally suitable; however, systems to keep all records of checks on staff are not always kept up-to-date. Clear management structures in place means that staff are well-supported and generally have an understanding of their roles and responsibilities.

Detailed risk assessments are carried out for all areas children use to help identify and minimise risks to children. This means that children are able to move around their play environment freely. Many staff have attended child protection training and are fully aware of procedures to report any concerns about a child to senior staff. However, some staff are less confident in all aspects of safeguarding children issues.

Children benefit from the provision of good quality and age appropriate resources and equipment. These are thoughtfully positioned to enable children to make independent choices about their play. Resources include a good selection of play equipment that reflects positive images of other cultures, which helps to raise children's awareness of diversity. Good use is made of the spacious outdoor environment to provide all children with access to fresh air and exercise. The older children are able to free-flow between the indoor and outdoor environment which aids their enjoyment and extends their learning experiences.

The dedicated team of staff work together well the majority of the time, communicating regularly to make sure information about children's individual needs is shared. Management and staff have high expectations for the nursery and continue to reflect on ways to develop the provision further. A parent nursery association has been established for parents to share their views and suggestions for improvements. These are actively taken on board by the nursery to enhance the provision, for example, the food provided at tea time has been increased following a suggestion from a parent. However, they have failed to identify a significant weakness of the provision.

Strong partnerships are developed with parents. Effective settling-in routines and ongoing communications with parents contributes towards children feeling settled and secure. Parents are very well-informed about their child's care, well-being and the progress they are making through the excellent systems of communications. Parental involvement in the nursery is welcomed and is very successful, and some parents attend baby massage classes and others visit to do gardening activities with the children. Parents are actively encouraged to get involved with their children's learning through the completion of 'home observation' sheets and contributing comments on the 'Wow tree'. This is highly effective, as staff use the information to support children's ongoing development and promote continuity of care and learning. An individual communication book is used with other early years settings children attend, to share information about a child's achievement and well-being.

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

Children are cared for in a bright, welcoming environment; they come into the nursery with enthusiasm and eagerly get involved in the extensive range of play activities provided. Children are confident to make their needs known as they can be sure of a friendly and caring response. Staff link closely with parents to ensure that younger children's individual routines are followed, and provide cuddles and reassurance to help children settle. Children make good progress in their learning. Effective planning provides children with a wide range of stimulating experiences. Children's interests are taken into account as they regularly contribute their ideas and suggestions, such as activities for the sports day event. Ongoing observations and assessments are used by staff to successfully monitor children's progress and achievements. These are effectively linked into future planning to tailor activities so children are supported in moving onto the next step in their learning.

Children's independence is fostered well. They confidently select resources from the low level shelves, and eagerly help to chop up fruit at snack time and wash up their own plates. Staff act as positive role models, teaching children the importance of being polite and showing consideration towards others supporting children in learning to share and take turns. The regular praise and encouragement children receive helps to build their confidence and self-esteem. Children chat confidently to others about their experiences, such as talking about the bugs they have discovered outside and how looking through the magnifying glass makes them bigger. Younger children begin to vocalise as they listen to songs and rhymes, and enjoy moving the musical instruments to create the different sounds. Children have fun as they join in familiar stories, actively joining in the actions as they pretend to 'splash' in the river and 'squelch' through the mud outside. Staff take digital photographs of the children acting out the story, which generates lots of discussion as children eagerly look for themselves in the pictures displayed on the white board. This, along with displays of children's artwork helps to promote a strong sense of belonging for children. Children are developing a good understanding of mathematical concepts through using the wide range of

Montessori materials, and staff introducing counting and number throughout the play activities. Children enjoy being out in the fresh air, older children get actively involved in planting, growing and caring for the vegetables in the nursery garden. These are then picked and tasted at snack time helping children learn where food comes from. Children of all ages are encouraged to use their senses to explore and investigate through the broad range of creative materials available on a daily basis.

Children receive gentle reminders from staff about keeping themselves safe during their play, such as to sit properly on their chairs. Children usually feel safe and secure, but they do not understand the safety concerns when they are supervised by an unchecked member of staff for a short period of time. The weaknesses in safeguarding systems mean that overall, children's safety cannot be assured.

Children's good health is promoted well. They adopt good personal hygiene routines and understand the importance of keeping healthy as staff talk to them about washing hands helps to get rid of germs. Children benefit from the provision of healthy and nutritious snacks and meals, which include hot meals freshly cooked on the premises. Younger children's feeding patterns and requirements are obtained from parents, and staff follow these to make sure children remain healthy.

## 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>	4
The capacity of the provision to maintain continuous improvement	3

### 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>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
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	4
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	4
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



