

Droitwich Spa Nursery and Kindergarten

Inspection report for early years provision

Unique reference number	EY421619
Inspection date	24/10/2011
Inspector	Hazel White

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Type of setting	Childcare - Non-Domestic

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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

Droitwich Spa Nursery and Kindergarten is privately owned and opened in 1993. It re-registered as a limited company in 2011 and operates from a detached property in Droitwich. The nursery serves the local and surrounding areas. All children share access to secure outdoor play areas and attend for a variety of sessions.

The nursery is open each weekday from 7.45am to 6pm for 50 weeks of the year. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 106 children may attend the nursery at any one time, all of whom may be in the early years age range. There are currently 156 children attending who are within the Early Years Foundation Stage.

The nursery employs 33 full and part-time staff who work with the children, all of whom hold appropriate early years qualifications. One member of staff is a qualified teacher and four others are qualified to degree level. The nursery receives support from the local authority and is represented at local early years providers' forums and partnership meetings.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are thriving exceptionally well in a stimulating and caring environment where a strong emphasis is placed on meeting their individual needs. They make excellent progress in all aspects of their learning and development. Children's welfare is a key strength, which means they play and learn in a thoroughly safe and secure environment. Excellent partnerships with parents, carers and other agencies ensure that children benefit from a consistent approach and receive high quality support. The staff receive inspiring support from the management team, and a positive approach to continual improvement underpins their practice and results in improvements that impact positively on all 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:

- improving access to fire control equipment in the log cabin.

The effectiveness of leadership and management of the early years provision

Staff are highly committed to maintaining a very safe environment for children in their care. They are up to date with their training, procedures and guidance relating to child protection so that they can act promptly should the need arise.

The policy relating to safeguarding is well written. Recruitment and selection procedures are rigorous and there are excellent checking processes in place to ensure adults are suitable to work with children. The premises are secure and visitors' identities are checked before gaining access to the building. Children's overall well-being is significantly enhanced by the exemplary organisation and risk assessment of the nursery. The fire evacuation procedure is carried out at frequent intervals and is clearly documented. Fire detection and control equipment is strategically placed around the main building. The provider intends to improve fire safety further by placing additional fire control equipment in the log cabin.

The nursery is a extremely child-centered environment and full of interest for young children. Staff organise the space exceptionally well. Children have easy access to an array of high quality resources, and staff are continually extending children's experiences, both indoors and outside. The log cabin in the garden makes an exciting outdoor classroom and is in constant use throughout the year. A natural forest school site is regularly used by pre-school children and in addition, children have full use of the neighbouring residential home's four-acre garden. The nursery is strongly committed to equality and diversity, and staff work exceptionally hard to ensure that all children can fully partake in activities and make good progress given their capabilities and starting points. Children play with resources that promote diversity, and staff demonstrate a positive attitude to inclusion in the way they have regard for children's individual needs.

Partnerships with parents are outstanding. They are fully involved at each stage of their children's care and development and are kept well informed through photographs, topic webs, daily information sheets and one-to-one discussions. Parents are welcome to attend in-house staff training sessions, and regular open evenings are held where parents can take part in workshops. The nursery provides informal opportunities for parents to meet, for example, coffee mornings, concerts and grandparents tea afternoons. Parents feel confident in continuing their children's learning at home. They loan books from the nursery, and staff share ideas which are linked to current topics. The setting has superb partnerships with a range of other agencies and local schools. They work collectively to ensure that children of all abilities receive support tailored to their individual needs.

The provider and manager provide effective leadership for a team of highly committed, well-qualified and motivated staff. They undertake training and adopt a very professional approach to their work, with a number going on to study at degree level. The setting is meticulously well organised. All documentation is extremely well written and regularly reviewed. The team constructively evaluate the provision, involving parents and children. This highlights strengths and areas that could improve and directly benefit the children's experiences.

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

The nursery is extremely well resourced, providing opportunities for active learning, both indoors and outdoors. There are an excellent balance of child-initiated and adult-led activities. A safe, stimulating and enabling learning

environment supports children's play and exploration. The log cabin means that pre-school children can play outside in all weathers and explore their environment. They show great delight at finding spiders and learn to identify them using a book about insects. They make spiders from woollen pompoms, and pipe cleaners are cleverly used to make the legs, which they count to ensure they have the correct amount.

Toys and equipment are of a high quality and cater for all ages. Children and babies are happy and curious about everything around them. Relationships are excellent and all children have a great rapport with their key workers. As a result, they are very confident and self-assured. Planning is flexible, allowing for children's individual interests. Learning journals are particularly well presented and show meaningful observations and thorough assessments, with next steps for learning identified.

Books are an important part of nursery life and are promoted well by staff, who read and share stories. This extends the children's love of books and their understanding that words carry meaning. Children are also encouraged to loan books to use at home. They regularly visit the library for various events. Children use a wide range of different and natural materials; older children mould and model with dough, and boxes and cartons are collected to enable children to junk model. A variety of treasure boxes containing objects of varying textures and natural materials enrich babies' sensory experiences.

Children have access to a computer, remote control toys and a range of programmable toys to help develop valuable skills for future learning. Babies play with push button and musical toys. There are plenty of opportunities for mark making and developing problem solving and numeracy skills. Staff are excellent role models and consistently set boundaries which the children understand. Good behaviour is praised and encouraged. The nursery's ethos and policy is inclusive and all children belong and feel part of the group. Children learn about their differences as they play with a diverse range of cultural resources, such as small world figures, dolls, jigsaws and books. An extensive range of cultural festivals and traditional events are celebrated with children using practical and fun activities, such as music, cooking and tasting. Their experiences are broadened further as they learn to speak some basic French, and language support is offered by the multi-cultural team.

Menus are carefully planned and prepared by the cook using fresh ingredients. The nursery has been nominated for a national award for their excellent variety of meals. Children are encouraged to eat healthily and make their own choices. Well-established routines mean children have a very good awareness of how to stay healthy. Posters are visible around the bathroom to help them understand the need for washing their hands after using the toilet.

Children participate in outdoor play and music and movement. Staff make excellent use of the local amenities and take children to visit schools, the library and a home for the elderly. Children can access the outdoor area when they choose and babies are taken out for fresh air at regular intervals. Young children sleep according to their home routines and are soothed and settled by calm and competent staff who

know them well and judge their needs expertly.

Children are all encouraged to think about personal safety and younger children learn about safety through basic room routines, for example, they are reminded to move safely and use equipment carefully. Pre-school children show maturity when accessing the forest school. They learn how to use tools correctly and the consequences of their actions if they do not.

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