

Sodbury Vale Day Nursery

Inspection report for early years provision

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Inspector

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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

Sodbury Vale Day Nursery has been established for over 30 years and registered under the current management in 2009. Since 2000 it has been based at the Ridgewood Community Centre on the border of Yate and Chipping Sodbury, South Gloucestershire. The nursery occupies a self-contained area on the first floor with its own entrance. Access is by a flight of stairs. A maximum of 26 children in the early years age range, none of whom may be aged under two years, may attend the nursery at any one time. The nursery is open each weekday from 8.30am to 4pm term time only. Children can attend on a sessional or daily basis. There is an enclosed outdoor play area for the children to use. At present there are 50 children on roll aged from two years to under five years. The nursery receives early education funding for children aged three and four years. Children come from the local area. The nursery supports children with special educational needs and/or disabilities. The nursery employs eight members of staff, all of whom hold early years qualifications to at least level 3. One member of staff is working towards Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and feel exceptionally secure and safe in the relaxed welcoming atmosphere. Staff interactions with the children are good. They provide interesting environments which meet children's needs well overall. This means all children generally make positive progress in their learning and development. The nursery is exceptionally strong at developing partnerships with parents, the local school and other agencies which has a significant impact on children's progress. The management team is committed to continuous improvement and has effective systems to improve future practice.

What steps need to be taken to improve provision further?

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

- improve the daily routine enabling children to take a more active role in their learning
- improve outside play provision further by checking resources meet the needs of the children.

The effectiveness of leadership and management of the early years provision

Staff safeguard and promote children's welfare well. They have a good knowledge of safeguarding procedures and the steps to take if they have concerns about a

child. Staff implement comprehensive policies and procedures fully to ensure children's safety. Thorough risk assessment and regular checks minimise danger for all areas to which children have access. Staff supervise children carefully indoors and outdoors, to ensure their safety. Security within the setting is effective and there are robust collection procedures in place.

The management team is very involved in the day-to-day running of the nursery, which helps to motivate staff. They are often in the nursery itself and know the children well. They are keen for staff to continue their professional development and identify accurately areas for further training. Staff meet on a weekly basis to discuss planning and assessment and they hold more formal meetings monthly. All staff are involved in the evaluation process and are committed to improving the outcomes for children. Parents involvement in evaluation is important to the nursery, with questionnaires used to ascertain their views. This system promotes a balanced view of opinions and helps to drive improvement.

Children use a good range of toys and resources that are generally in good condition and readily available for selection. Most support children's learning and development well. Some resources in the outside area are not presented appropriately, which restricts children's play. Staff are deployed effectively and are fully aware of their individual roles and responsibilities in supporting children.

Staff recognise children as individuals and treat them as such. Children are well integrated into the nursery; staff consider the needs of both boys and girls when planning activities. Children learn about differences and respect for each other through everyday activities and by the positive role models provided by the staff. Resources, posters and special occasions, such as Diwali, help children learn to value and appreciate diversity. Partnerships with parents and others are outstanding. As a result, these partnerships provide a wealth of opportunity for children's individual welfare and learning needs being met. Links with outside agencies ensure children's additional needs are supported to a high standard so that no child is disadvantaged. Excellent methods keep parents informed about learning, including photographic displays. Detailed progress reviews are shared regularly with parents. These are highly beneficial for supporting parents to take an active role in their children's learning. Extremely strong home-nursery links encourage parents to borrow special support activities to do with their children at home, such as cookery packs related to well known stories.

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

Excellent relationships with staff underpin children's play. Children move around the nursery with great confidence, exploring the well set up playroom and outside area. The children enjoy the outside play area immensely, as they ride around on bikes, take calculated risks as they climb and take part in imaginative play, such as hiding in dens and being monsters. Children develop their knowledge of living things as they find spiders' webs in the garden and talk about them eating flies. Children remain engrossed in activities and staff challenge them by questioning and providing opportunities for them to solve problems. Through thorough observation and assessment methods, staff plan activities built on the children's

interests; for example, many are keen to learn about dinosaurs therefore contribute to a dinosaur display. This means the children develop an extremely strong sense of belonging and achievement. Through observations, staff identify routes of progression for individual children to support their learning. The current daily routine, however, does not allow much opportunity to make their own choices as they take part in many adult led activities.

The children's behaviour is exemplary. The nursery has a set of rules agreed with the children. Older ones understand the boundaries extremely well, knowing what is expected of them and staff provide support and encouragement to those who need it. All children interact very well with others; they confidently introduce themselves to visitors and say how they are feeling and talk about what they have been doing. More capable children eagerly take on responsibilities and therefore develop independence. They help with lunch duties, without prompting. These children take themselves to the toilet and manage their personal hygiene well. Children are curious and inquisitive learners throughout their play. Such skills and attitudes will be helpful when they move on to school. Attractive displays of children's work showing parents the activities that children undertake.

Children show a good awareness of healthy lifestyles. Children are very confident in their self-care and know to wash their hands before snack. Snack time is a self-service system with the children deciding when they want to eat and helping themselves to what they would like from a variety of fruit. Staff give gentle reminders to the children that the snack is available, particularly to those engrossed in activities. Children benefit from healthy, appetising snacks and lunches provided by the nursery. Staff and children discuss which foods are important for growth and good health. Children eagerly take part in daily physical play activities outside. They are aware of the importance of having a drink and help themselves from their water bottles. An excellent system ensures that all children experience exceptional continuity of care. Children are very keen and excited about sharing their news with the staff. Children's awareness of keeping themselves safe is exceptional. They know how to stay safe from regular discussions about the use of the climbing frame, for example. Children are aware of the 'rules' to follow, such as walking when inside. They seldom need reminders. Children take an active part in risk assessing the outside environment. They identify ways to keep themselves safe: 'We have placed tyres at the bottom of the garden so we do not crash on the bikes and cars'. Staff are positive role models, taking a calm approach and valuing children's views.

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	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	2
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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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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