

Widmore Day Nursery

Inspection report for early years provision

Unique reference number

EY219681

Inspection date

22/11/2011

Inspector

Claire Parnell

Setting address

The Widmore Centre, Nightingale Lane, BROMLEY, BR1
2SQ

Telephone number

0208 461 8693

Email

gail@bromleyadulthoodeducation.ac.uk

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.

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
W: 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).

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.

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

Widmore Day Nursery is situated within the Widmore Centre (Adult Education College) in Nightingale Lane, Bromley. Since January 2002 Widmore Nursery provides full day care for parents who are attending adult education classes, and also offers placements to children of non-students. The Nursery is open term-time, weekdays from 09.00 until 16.30 (16.00 on Fridays). There are two self-contained group rooms, both of which have their own wash and toilet facilities or nappy changing areas. There are enclosed outdoor areas for physical play and fresh air. All children are allocated to a key worker and are accommodated in the group rooms according to their age and stage of development.

There are ten staff members who work on a full-time and part-time basis. All of the staff members have a recognised child care qualification. Staff hold Food and Hygiene Certificates and current first aid certificates.

The nursery provides meals, snacks and drinks for the children.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is registered to care for no more than 30 children in the early years age group. Currently there are 39 children on the register, of whom 15 are funded three and four year olds. The group supports children who have special educational needs and/or disabilities and those with English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning since staff have a secure knowledge of the Early Years Foundation Stage and implement it well. Children demonstrate their strong sense of security and belonging within the setting and have very close and secure relationships with the staff. They independently access a good range of activities that support all areas of learning for most children, most of the time. Partnerships with parents are excellent and staff work closely with other settings and professionals so that children receive consistent care. Effective self-evaluation helps staff constantly review practices. Staff promote children's welfare effectively and they demonstrate a strong commitment to making improvements that benefit the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop snack time to encourage further self help skills

- promote further equal play opportunities for young, non-moving babies in the outside area, all year round.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of how to safeguard children. Effective recruitment procedures are in place, for example, following up references to confirm staff suitability. Staff conduct thorough daily safety checks to provide children with a safe and secure environment. Separate risk assessments are also carefully implemented for additional experiences, such as outside areas used for physical activities. Staff maintain documentation well, such as accident and medication records, to promote the health and safety of all children.

Children have access to a good range of resources and activities, promoting decision-making and a good balance of adult-led and child-initiated play. Careful planning of resources helps children to appreciate equipment both indoors and outdoors, with a commitment to sustainability. However, sometimes young babies play in the outdoor area is not always planned for as appropriately as for older, more mobile children.

Staff complete a comprehensive self-evaluation process to show the effectiveness of their practice. New strategies bring about improvements, such as the use of the Mosaic Approach to gain children's views on the nursery. All the recommendations from the last inspection have been thoroughly met and successfully implemented. Staff are fully aware of children's backgrounds and use this information well to plan activities to broaden children's knowledge of diversity. Children use resources that reflect positive images of different lifestyles, such as children's home languages. Staff learn simple key words of children's home languages to aid communication and they encourage parents to share family customs from their own culture. Staff competently liaise closely with local schools and others who share the care of the children to ease transition to full time education and to provide excellent and consistent support. Other professionals within the community are engaged in children's learning, such as the community support officer to help children to understand about road safety.

The setting promotes excellent engagement with parents, based on regular discussions about the children's welfare and development. Parents make very positive comments about the openness of the setting and the accessibility of key staff to talk about any changes or concerns that arise. Staff and parents have warm and familiar relationships, helping to promote the consistent care for all the children attending. Staff provide a wealth of information about the setting and the individual care of the children. Parents are actively encouraged to share achievements from home and these contribute to their child's development records. Parents are also invited to attend coffee mornings to discuss different aspects of the nursery, such as learning more about the Early Years Foundation Stage.

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

Children are very settled and happy in their environment. They are familiar with the routine and layout due to continuous practices and long term staff. Children make good progress within the Early Years Foundation Stage. Staff provide a varied, stimulating and exciting range of experiences for all children. Staff know the children well, creating a warm and friendly environment for the children to thrive in. Children show intrigue and interest in activities and equipment and make choices of resources stored in appropriately accessible shelves and cupboards. Children gain independent skills by choosing what they want to play with, however this is not promoted as much during snack time when their fruit is washed and cut up for them with some limited opportunities to develop self help skills. Older children self-register, finding their name for themselves and then show excitement at seeing their friends in the garden. The outside area plays a large emphasis on children's time in the nursery, exploring the space as well as using different play areas to investigate and use their imagination. For example, children make treasure maps and work together to find the treasure, showing extreme pleasure and pride in finding the hidden items. Younger children learn to cooperate with their peers through role play games in their playhouse. Others prefer to play on their own, making choices to explore the mark making resources and experiment with craft materials, planning their reactions and experimenting with textures of string and sticky tape. Children experiment with making marks, from using tools to develop their dexterity skills, such as scooping sand, to using pens on the wipe board and using their written names for a purpose.

Children thoroughly enjoy books. Children spend long periods of time turning pages and pointing to the pictures as staff talk to them about the story and pictures. Older children talk about the stories that they are familiar with and use the pictures as prompts to re-tell the story to staff. Children experiment with computers, working together to solve how to operate the programme and follow instructions as well as recognising colours, shapes and positional language through the programme. Babies explore malleable materials such as sand and water, whilst toddlers experiment with tools such as scissors, attempting to make a cut in the paper, resulting in success after staff help by holding the paper for them. All these activities and experiences help to support children's skills for the future.

Children's ongoing development is successfully planned for, and observed, by all staff, using an effective assessment system that focuses on the individual child's progress. Information about their starting points, gained from parents, are used well to inform the children's next steps of development, with a programme of activities that clearly promotes learning in all areas of learning for all stages of development.

Children learn about keeping themselves safe. They listen to instructions and know the routine to promote their safety. For example, young children learn to hold the rail when climbing the stairs and older children remind younger ones to stand by the wall so they can count them to make sure all children have come in from the garden. Staff implement further activities, such as visits from other professionals to learn about road safety.

Children's wellbeing is highly promoted. As a high emphasis is on outdoor play, children gain fresh air and exercise for large periods of time. Babies sleep outside

in their pushchairs wrapped up warmly in blankets. Staff provide and prepare healthy meals and snacks, and children have access to fresh drinking water at all times. Staff are fully aware of meeting children's dietary requirements. Children are reminded about the importance of good hygiene practices after toileting and before eating. Tissues are provided by staff who support children's understanding of disposing of them appropriately.

Children's behaviour is very good and they openly invite others into their play. Staff act as very positive role models and encourage good manners. Children listen to clear explanations and demonstrate a good understanding of boundaries to keep themselves and others safe. This promotes children's social skills through negotiation and cooperation and develops their high levels of self esteem and confidence.

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 |
|--|---|

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 |

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

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