

Round & Round the Gardens Childcare

Inspection report for early years provision

Unique reference number EY430222
Inspection date 28/11/2011
Inspector Debbie Newbury

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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

Round & Round the Gardens Childcare registered in 2011. It is a privately owned limited company. The nursery operates from several rooms within a single storey building in Pyrford, Surrey. Children share access to several outside play areas. There are suitable kitchen and bathroom facilities on site. Parents provide a packed lunch and the nursery supplies snacks and a cooked vegetarian meal at tea-time. The nursery serves families from the local community and surrounding areas. The nursery opens from 8.00am to 6.00pm five days a week throughout the year, apart from a week at Christmas and Bank Holidays. Children can attend for a variety of sessions.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 40 children in the early years age group, of which not more than six may be under two years at any one time, and of these, none may be under one year. There are currently 72 children aged from 15 months to four years on roll. The nursery is in receipt of funding for the provision of free early education to children aged three and four. It welcomes children with special educational needs and/or disabilities, and those who speak English as an additional language.

A team of 17 staff work with the children. Of these, 14 hold recognised early years qualifications. The owner/manager has achieved Early Years Professional Status. Two members of staff are working towards Level 3 qualifications and one staff member is studying for a Special Educational Needs Foundation Degree. The nursery receives support from an early years advisor and an early years childcare officer.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are valued as individuals and are well cared for in a predominantly stimulating and enabling environment. They make good progress in their learning and gaining skills for the future. Key strengths lie in partnerships with parents and the way children are helped to stay safe and make a positive contribution. Arrangements for working with other settings and to support children's awareness of diversity are mostly very effective. The nursery's capacity for sustained improvement is good.

What steps need to be taken to improve provision further?

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

- develop further arrangements for maintaining a regular two-way flow of information with other early years settings that children may attend, with particular reference to learning
- increase the provision of books that show a range of languages to raise children's awareness of different scripts and extend further the range of easily accessible materials outside, so everybody can make choices.

The effectiveness of leadership and management of the early years provision

Practitioners have secure understanding of safeguarding issues and the procedures to follow should they have any concerns about a child's well-being. Good procedures are implemented to assess and monitor the initial and ongoing suitability of adults working with children. Risk assessments are comprehensive and practitioners undertake daily safety checks and use appropriate safety features. All of these measures contribute positively to children's overall safety.

Strong leadership and management underpin all aspects of the nursery provision. The registered owners and practitioners clearly value one another, resulting in a cohesive team that works well together. There is a culture of reflective practice and self-evaluation in which everyone is encouraged to express their views. This has led to the development of clear action plans identifying areas for improvement. These are signed off as they are achieved. There is an emphasis indoors on the provision of easily accessible resources and activities that reflect all areas of learning. This encourages children to be independent. The different outside areas offer lots of scope for physical activity. Practitioners take out additional resources to promote any particular aspects of learning they wish to focus on. However, they do not always ensure a wide variety of materials is easily accessible to all children so everybody can make choices outside.

Children participate in a broad range of special events and celebrations throughout the year. These promote awareness of different customs and beliefs and help them understand about the wider world and the needs of others. Labelling reflects the home languages of the children present. However, there are few books in languages other than English to raise everyone's awareness of different scripts.

Parents are extremely impressed with the nursery. They comment on 'the energy, passion and commitment' and note that 'staff are fantastic, patient, kind and creative.' Many highly effective measures are implemented to ensure parents are fully informed, both about the nursery provision and children's progress. The nursery also successfully encourages parents to become involved in nursery life. They are invited to join in with special events and to share their knowledge, skills and interests.

The nursery works effectively with other agencies that support individual children. Arrangements for partnership working with other childcare settings that children attend are mostly focused on ensuring children's welfare. This is obviously beneficial as it promotes a cohesive approach to children's care. However, there is

currently less emphasis on sharing information about their learning.

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

Practitioners establish excellent relationships with children, treating everyone with warmth and affection. Consequently children display an extremely strong sense of security and belonging with high levels of confidence and self-esteem. The idea of friendship permeates throughout the entire nursery. Practitioners help young children understand the concept of everyone being friends together. Older children display independent understanding. They wait patiently to eat their lunch, whilst explaining that they cannot begin until all their friends have sat down. Children play an active role in the nursery. Everyone helps tidy up and older children willingly help one another.

Children benefit from a clean, comfortable and well-maintained environment. They follow good personal hygiene routines and enjoy healthy, nutritious snacks and tea-time meals. Outdoor play is an integral part of the nursery day and older children explain the need to put on a coat because it is cold outside. Practitioners are vigilant, noting when children become unwell and contacting their parents.

Older children display excellent awareness of the expectations for behaviour to keep themselves and others safe. They confidently explain they have to walk when they go outside because 'they might knock over the little ones.' Practitioners effectively support younger children's developing understanding through intervention and explanation.

There is a vibrant atmosphere, which is characterised by happy, well-occupied children who smile and laugh and clearly enjoy their play and learning. Observational assessment and planning is effective, which means that children's learning needs are identified and addressed. Practitioners put a lot of care into each child's development record. Consequently, these offer a delightful insight into their time at nursery and their individual learning. Children take part in some lovely imaginative and interactive activities linking to the 'book of the month.' These include the exploration of relevant props and encourage children to talk about sequence of events. Children enjoy many interesting sensory experiences and explore different resources that enable them to find out about technology. They develop their problem solving, numeracy and reasoning skills in meaningful contexts. For instance, they discuss how old they are and sing number rhymes. Children count out how many spoonfuls of flour they are adding to the bowl when they make playdough. They enjoy sorting Christmas decorations by colour and shape. Practitioners effectively support children's learning. They join in and ask questions that encourage all children to think critically.

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	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	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