

Saplings (Childrens) Day Nursery Ltd

Inspection report for early years provision

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Inspector Alison Large

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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

Saplings (Childrens) Day Nursery first registered in 2004 and is run by a voluntary committee. It re-registered in 2011 after becoming a limited company. It operates from Cadland Children's Centre in the Holbury area of Hampshire. Children attend the nursery from various areas within the New Forest. The nursery is open each weekday from 8am to 6pm, full year. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It offers a breakfast club, full daycare and an after school club.

The nursery is registered to care for no more than 42 children under eight years; of these, not more than 42 may be in the early years age group at any one time. There are currently 67 children on roll, and the nursery receives funding for early education for two-, three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities, and those who speak English as an additional language. Children attend for a variety of sessions.

The nursery employs 17 staff. The two managers have level 6 qualifications and all other staff hold a relevant childcare qualification. There are five staff who are working towards a level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are very warmly welcomed into a friendly setting, where they are all valued and relish their time there. Staff promote all aspects of children's welfare and learning with great success. Very effective systems make sure children's individual needs are recognised and identified. The systems for tracking children's progress is a point for further consideration. Children are able to take part in an extensive range of exciting activities. Staff have a very good knowledge and understanding of the Early Years Foundation Stage framework. Excellent systems for monitoring and evaluating the setting's practice are in place which significantly support their continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing the systems for tracking children's progress to enhance their practice even further.

The effectiveness of leadership and management of the early years provision

Very effective management structures are in place and communication with all staff is excellent. Arrangements for safeguarding children are extremely robust. Staff undertake training in child protection and have a very good understanding of safeguarding procedures. Meticulous procedures are in place for the recruitment and vetting of new staff; this makes sure all adults working with the children are suitable to do so. The managers have high aspirations for quality. This is evident in the way they undertake continuous self-evaluation and identify priorities for improvement, in consultation with staff, parents and children. Regular meetings enable staff to keep informed and be fully included in decisions made about how they drive improvement. This enables them to take pride in their surroundings and considerably enhances their practice and care of the children. Staff make excellent use of resources. The indoor and outdoor play areas are extremely well organised, enabling children to take part in an excellent variety of activities both inside and outside. All children are comprehensively included and supported because the setting promotes equality and diversity exceptionally well.

Staff have highly productive links with other settings. They have transition meetings with local teachers and have books they use to converse with other providers of the Early Years Foundation Stage if children attend more than one setting. This enriches the continuity of care for children.

An excellent partnership between the nursery and parents means they are able to share key information about the children. Staff keep babies' parents very well informed about daily routines and the activities they have taken part in. Parents express enormous confidence in the standard of care, communication and their children's preparation for the future. Highly effective observation and assessment systems are in place, and they base the planning on assessments of children's interests, capabilities and individual needs. Staff comprehensively identify the next steps for children. This enables them to make excellent progress in their learning and development towards the early learning goals.

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

Children flourish at the nursery. Management and staff create a challenging and stimulating environment, where the atmosphere is extremely positive and encouraging. Throughout the nursery, children are making excellent progress in all areas of development. They are confident, keen to join in activities and are developing harmonious relationships with each other and staff. Staff undertake extremely good observations of the children, which they link to the different areas of learning. From these, they very clearly identify the next steps for each child to support their progress towards the early learning goals. Staff fully embed reflective practice into their routine as they systematically review how they plan and assess the children's development. This results in activities and learning experiences fully

supporting children's interests and the next steps in their learning. The managers are further developing their systems to make the tracking of children's progress even more effective.

Babies and toddlers are very actively involved in their play, confidently selecting and exploring resources. They enthusiastically touch, cuddle, shake and bang toys and are able to climb and practise a range of movements in safety. Staff support them exceedingly well as they progress to the pre-school room and become confident in their daily routines. They promote children's independence exceptionally well; they are developing skills such as putting on their own coats, pouring their own drinks and helping to tidy up. Children love to play in the various role play areas in the nursery to develop their imaginations.

One of the great strengths of the nursery is the use of the outdoors. The children are able to free flow into the outside play area in all weathers. The nursery is developing a range of exciting resources to stimulate the children's interests and provide endless opportunities for learning and enjoyment. Children's physical skills and understanding of how to take manageable risks and keep safe are developing extremely well. They are able to use a broad range of equipment outside. For example, they enthusiastically ride a range of wheeled toys and also have very good opportunities to learn how to balance and catch.

The nursery provides an excellent variety of healthy and nutritious meals, cooked on the premises. Parents are able to provide a packed lunch from home if they prefer. Children thoroughly enjoy snack time and benefit hugely from the carefully balanced variety of snacks offered. Children are learning about excellent hygiene routines, including washing their hands after using the toilet. They are learning to wipe their noses independently and how to dispose of the tissue hygienically when they have finished. Excellent systems are in place to inform staff of any health or dietary issues the children may have. Staff maintain thorough records of accidents or any medication administered to the children. The children's behaviour is exemplary; they are learning to share, take turns and consequently play very well together. Children fully understand behaviour expectations and are confident to make their own choices and decisions. Their learning, and growing understanding of the world around them, prepares them superbly for future life.

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

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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