

UNITOTS - University of Worcester

Inspection report for early years provision

Unique reference number	205116
Inspection date	02/11/2011
Inspector	Diane Hancock

Setting address	Henwick Grove, St Johns, Worcester, Worcestershire, WR2 6AJ
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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*.

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Description of the setting

Unitots is a full day care nursery and is part of the facilities offered by the University of Worcester. Childcare is offered to teaching staff and students, as well as, users from the local community. The setting opened in 1984 and operates from a specifically adapted nursery unit, based within the University Campus. Children are cared for in several ground floor rooms, depending on their ages and stages of development. The outdoor play facilities consist of three fully enclosed, paved and grassed areas situated to the rear of the nursery. Children also use the 'Forest School' area.

The nursery is registered by Ofsted on the Early Years Register. A maximum of 36 children may attend at any one time. Children from the age of three months to under five years of age attend the setting. The nursery is open each weekday from 8am until 6pm, for 51 weeks of the year. There are currently 50 children aged from four months to four years on roll. Of these, 17 children receive funding for early education. The setting offers support to children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 13 members of staff. Of these, 13 hold appropriate early years qualifications, including two staff with Qualified Teacher Status and Early Years Professional Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children have an enjoyable time at this welcoming and stimulating nursery, where their individual routines and interests are very well catered for. Children make excellent progress in their learning and development as they benefit from an exciting range of resources and activities supported by the experienced staff. Children's welfare and healthcare needs are extremely well met and all statutory requirements of the Early Years Foundation Stage are in place. The nursery has an excellent working relationship with parents and other professionals who are well informed and involved with the nursery. Staff are very good at addressing areas for improvement and make changes demonstrating a high capacity for 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:

- improving the process of self-evaluation to include senior management

The effectiveness of leadership and management of the early years provision

Children are safeguarded very well as all staff have criminal record bureau checks before employment and undertake a thorough recruitment and induction process. New staff have formal probation reviews to ensure they are suitable to work with children. Children benefit from a consistent, well qualified and experienced staff group who work well together, with clear deployment of roles and responsibilities. Professional development is given a high priority as staff extend their knowledge through attending courses and keep up-to-date with information in relation to safeguarding. Policies and procedures have been updated to ensure staff are clear about what to do if they were concerned about children.

Children are cared for in a clean, safe and secure environment where adult to child ratios are often exceeded to ensure good supervision. Use of monitors and visual checking ensure sleeping children are well monitored. Thorough daily checks and risk assessments are in place for the building. Accurate records are in place with regards to children's health and information is displayed in a well organised manner to ensure parents and staff are very well informed. Detailed healthcare plans ensure children, where appropriate, are protected. Staff are very well organised for emergencies including, easily accessible lists, identifiable first aid points, guidance and an evacuation bag.

Staff are committed and well organised regarding undertaking observations, assessments and updating children's individual 'learning journey' books. Staff regularly identify next steps in children's learning across all areas of learning and plan focussed activities and resources on a weekly basis to meet children's needs and interests. Parents are actively involved in these processes as they contribute information to the assessments and inform planning. Parents are extremely well informed through discussion, taking home learning journey books and through parents evenings. Excellent displays of information including what daily activities have happened are displayed in each room. Digital photograph frames and displays of photographs and children's work help inform parents and give children a sense of belonging and achievement. Parents are involved in the nursery as they come and share their culture and skills, such as, making Biryani, talking about Thanksgiving and making willow tunnels. A wide range of events are planned for parents to join in including Christmas, a leavers sports day and Easter activities, which builds good relationships. Parents of pre-school children are very well placed to extend their children's learning further with ideas in newsletters. Staff have information to hand and displayed, regarding children's health and development to support parents. Staff actively seek and act upon the view of parents and children, for example, new resources, such as, bigger bikes, offering the option of packed lunches and improve hygiene by not wearing outdoor shoes in the baby room. Staff readily seek advice and support for children with special educational needs and/or disabilities and work closely with parents and other professionals and providers to ensure children make very good progress.

The nursery maintains a comprehensive self-evaluation and updates individual rooms action plans as they make significant and numerous improvements.

However, while a senior manager meets with the day-to-day manager on a monthly basis, they are not actively involved in the self-evaluation and this, therefore, inhibits the staff group reaching their full potential. Safety is improved as changes have been made to fire evacuation with the purchase of an evacuation cot and emergency bag. Low level book storage and cosy book corners have improved the access and use the children have of books. New computers have extended children's technical skills. The setting has acted upon the recommendations of the last inspection and there is a greater access to outside for all babies and children, with pre-school enjoying the benefits of free flow outside for much of the day, helped by the new canopy.

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

Regular assessments and careful planning, ensure babies and children make excellent progress with support from staff. Children are very happy, sociable and play very nicely together. They develop good imaginations as they role play together whether it is in the hairdressers or pretend hospitals. A new construction area has been set up outside to meet the interests of the children and help them to use their imaginations and learn about how things work. Children actively engage adults in their play, demonstrating good relationships with staff and confidence. Children benefit from a wealth of mark making opportunities including painting the patio with paint brushes and gloop. Babies and children enjoy exploring different textures of sensory play including sand, water, jelly and mash potatoes, often with vehicles and animals included to develop their imaginations. Pre-school children make excellent progress in their pencil control when colouring, drawing and emerging hand writing. Good use of story and rhyme sacks with puppets and props ensure children are captivated and develop very good language skills. Staff ask questions and involve the children in story telling to extend the children's learning. They have a very good understanding of the written word and recognising their name with good labelling around the nursery and for the children's belongings. Children develop an excellent understanding of their sounds through well planned activities and every day group discussions in circle time. Babies are supported and praised for new words they say. All children enjoy music at the weekly music sessions. Children learn new songs, for example, with scarves pretending to be different kinds of fireworks. Favourite rhymes, such as, five current buns and five green bottles with props aid children's learning of the value of numbers. Children have access to high quality mathematical resources to promote their learning, such as, height charts, jigsaws threading numbers and children recognise days of the month from the number line.

Children enjoy the well equipped large outside space as they run around, climbing on the frames, balance, playing hide and seek together and role play on the pirate ship. Children have very good opportunities to explore the natural environment in the forest school site and around the campus, collecting autumn leaves. Children benefit from fresh air daily as they spend time outside in all weathers. Children from a young age develop self-care skills as they put on their water proofs and Wellington boots. Children develop their physical skills in the gym and as they ride bikes around cones and learn about road safety. Babies enjoy climbing over soft

building blocks. Staff know the young children well and when to offer support and encouragement, for example, when they learn to go on see-saws and ride cars. Children learn about healthy eating as they enjoy activities, such as, making vegetable soup and growing their own fruit and herbs. Children benefit from a wide range of freshly prepared nutritious meals and snacks. They are adventurous eaters, enjoying a range of foods including curries and exotic fruits. Parents have the option, at their request, to provide packed lunches and they receive information supporting healthy lunches. Children with dietary requirements and allergies are very well catered for and careful planning of vegetarian options ensure children feel included as the meals look similar. Children learn good hygiene and hand-washing procedures. They independently access the toilet when needed and use paper towels to prevent cross-contamination. Children's temperatures are taken and parents are contacted if children become ill.

Children develop their independence and can easily access toys at a low level to meet their preference. Children are very well behaved, polite and good manners are encouraged. They know the nurseries rules and listen to the puppet 'fidgit'. Children respond well to pictorial cues and support where needed. Strategies, such as, timers are used to help children learn to take turns on the big bikes and computer. Children are rewarded through praise and receive achievement slips detailing good behaviour and developmental progress. Children learn about respect and develop an understanding of the wider social world through people visiting the nursery and many resources reflecting our diverse needs and cultures. Children enjoy creative activities that reflect various cultures and celebrations, such as, making and decorating clay Diwali lamps and pictures. Children learn about respect and the needs of others through participating in charity events, visiting a home for adults with disabilities. A high priority is given to learning about the environment as children actively fill and empty the compost bin and participate in recycling and re-using of materials. This is useful knowledge and skills for their future. Children are well prepared for school, with the nursery welcoming input from local teachers. Children feel secure and when moving up to another room it is looked at on an individual basis, with an introductory plan. Transition reports and information is shared with parents and new staff.

Children feel safe as they express their views which are highly sought and respected, for example, when older children prefer to stay in their room at the end of the day. They learn about keeping safe when on equipment, using scissors and road safety when on local walks and during imaginary play outside. Children are praised when they don't run down the corridor and when they tidy up, to maintain a safe environment.

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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