

# Annabelle's

Inspection report for early years provision

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EY364740

**Inspection date**

17/01/2012

**Inspector**

Heather Bridge

**Setting address**

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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

Annabelle's was registered in 2007. It is a privately run nursery that operates from the ground floor of a detached building in Great Coxwell, near Farringdon, Oxfordshire. Children are accommodated in a variety of rooms, according to age. After school and holiday club provision exist for children aged from four to 11 years. Children have access to secure enclosed outdoor areas. The nursery is open Monday to Friday 7.30am until 6.30pm throughout the year, with the exception of bank holidays. Children from the village and from the surrounding area attend. The nursery is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It provides funded early education for three and four-year-olds. A maximum of 52 children may attend the nursery at any one time. There are currently 122 children on roll aged between seven months and 10 years. 18 members of staff are employed, all of whom hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Strong relationships between staff and children mean that each child's learning and developmental needs within the Early Years Foundation Stage is well supported. Staff implement policies effectively to help keep children safe in generally well organised indoor and outdoor environments. Children engage in a wide range of activities that result in them making good progress. Overall, partnerships with parents and others benefit each child. Staff demonstrate good ability to maintain improvement in provision through regular self-evaluation and implementation of effective new practices.

## What steps need to be taken to improve provision further?

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

- develop the provision of child-initiated play further by making toys and resources more easily accessible to children
- develop partnerships with others further to improve communications, including during times of transition, in order to share information and better support continuity of learning and development.

## **The effectiveness of leadership and management of the early years provision**

Staff prioritise children's safety. Clear child protection procedures are displayed in the nursery to keep children's well being in the minds of staff. This system helps staff keep children safe effectively. Staff keep their safeguarding training up to date. Vetting and induction procedures are undertaken to check that staff are well suited to work with children. Staff provide a safe environment for children. Evacuation drills are carried out regularly, and cross checked with the daily attendance record. The premises are well secured by fencing and an electronically locked entrance door, which makes them safe for children and families. Staff check room temperatures daily, so children play in suitable environments.

The staff implement the nursery's policy on equality and diversity well overall. They value each child and their family. Staff training leads to strong awareness and practices that promote inclusion and equal opportunities for each child. For example, staff undertake training in how to manage challenging behaviour, so all children can learn without disruption. Staff are tolerant of difference and encourage children to be tolerant also. Staff point out to children that some people use a wheelchair to move around.

Overall staff make generally effective use of available equipment and space, both indoors and outside. The indoor environment has adequate space, is light and cheerful. The baby unit is designed and used well to meet the specific needs of babies. Playrooms are well resourced but the layout of some materials prevents children from accessing them independently as they wish, in order to initiate their own play and instigate varying combinations of resources. The spacious adjoining outdoor area provides ample opportunities and equipment to support children's physical development well. Currently, the indoor and outdoor learning areas are not linked, so that children are unable to choose whether to play indoors or outside, although this weakness is identified and improvement is already planned.

Some useful partnerships with other professionals have been beneficial in supporting children with additional needs. Currently, however, partnerships are not used routinely to enrich the curriculum and support children's learning and development. Although there are suitable relationships with local primary schools, communications are not developed sufficiently to fully promote consistency and cohesion of learning as children leave the nursery and move into school.

There are positive relationships with parents, who speak highly of the nursery finding it both welcoming and comfortable. The nursery's website, induction information, calendar and the daily conversations parents have with staff, ensure that they may be well informed about all aspects of the nursery. Parents appreciate the flexible attendance times. Effective two way communications between staff and parents support a consistent approach to children's care and development. For example, staff gain useful information about their home routines when babies first enter the nursery, so eating and sleeping cycles are maintained and they settle in quickly. Staff strongly encourage parents to become involved in planning for their children's future learning. Parents are kept well informed of their children's progress through regularly reviewing their 'learning journeys'.

The manager sets high standards and acts as an effective role model for staff on how to promote good quality provision. Self-evaluation of practice, features as a regular part of staff meetings and accurately identifies some areas for

improvement. Five staff currently undertake advanced professional development that includes self-evaluation of their work. The manager monitors staff performance well, having useful systems to drive improvement. For example, staff evaluate each others' practice and this system encourages staff to collaborate and identify how they can improve aspects of their work.

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

Children's achievement and enjoyment in all six areas of learning is good. Staff provide a stimulating environment to ensure that children's individual learning needs in the Early Years Foundation Stage are well met. Staff regularly record observations of children that are used to identify 'next steps' to support their ongoing learning. Children's progress is regularly recorded and tracked on observation sheets that are placed in children's learning journey books and shared with parents. Plans include all six learning areas and can imaginatively incorporate a topic, for example, 'Pets'. However, the classroom layout sometimes prevents children from independently accessing materials and initiating their own play.

Consistent staffing and trusting relationships with staff, help children feel safe. Children, and even babies, confidently move around their playrooms and happily mix with others. For example, toddlers skilfully navigate enclosed spaces created with foam wedges that let them play hide and seek. Children and the environment are kept safe by covered electric points, safety gates and a guard around the cooker in the kitchen.

Children enjoy healthy lifestyles in a clean environment that helps prevent the spread of infection effectively. In the toileting areas, staff wear gloves when changing babies, and children see responsible examples of personal hygiene, with foam dispensers, hand driers and visual reminders showing how to wash hands. Children enjoy physical activities regularly. Outdoors, large open areas enable children to move freely, jump on a trampoline, play in a sandpit and use sit-on toys. Indoors, children can take part in physical exercises. Images of healthy foods are purposefully displayed on the kitchen notice board to promote children's understanding of healthy eating further. Freshly prepared lunches and snacks include ample servings of seasonal fruit and vegetables, milk and water. The cook leads children in very enjoyable cooking activities.

Children are happy and behave extremely well. They enjoy making a positive contribution to nursery life. They enthusiastically carry out jobs that include counting the number of children and cups needed at snack time. Children contribute to the topic of 'Pets' by bringing in photographs of their pets at home, and cardboard rolls for the nursery hamster to gnaw. Children's understanding and respect for others is developing by looking at pictures of children of other cultures and responding to special events, such as the Chinese New Year.

Children develop skills for the future consistently through a well balanced

programme in which most areas of learning are well supported. Language development is effectively provided through small group discussions, stories, book reading and opportunities to become familiar with print. Technology is competently used by the older children as they play a literacy game on the computer. Children learn about mathematics as they weigh ingredients in cooking, explore the properties of magnets, and build structures with blocks. Children use their growing numeracy skills well to count accurately, for example when detailing the number of pets they have. Trips into the local community give children an understanding of their surroundings. For example, visiting a local strawberry farm provides children with direct experiences of growing and tasting fruit. However, the classroom layout prevents children from independently accessing materials and initiating their own play as well as possible, which are important elements in fostering their inquisitiveness and problem solving skills. A well established and varied routine effectively prepares children for a smooth transition to school.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
The effectiveness of the setting's engagement with parents and carers	2

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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