

South Downs College Nursery

Inspection report for early years provision

Unique reference number	110405
Inspection date	23/01/2012
Inspector	Coral Hales
Setting address	College Road, Crookhorn, Purbrook, Waterlooville, Hampshire, PO7 8AA
Telephone number	023 92797974
Email	
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 2012

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).

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

South Downs College Day Nursery registered in 1975. It operates from a building in the grounds of South Downs College in Purbrook, Hampshire. The college has overall responsibility for the nursery provision with a nursery manager employed to oversee the day to day running. The nursery caters for the children of college students and staff as a priority and can also accept children from the local community.

The nursery is registered on the Early Years Register to care for a total of 67 children, all of whom may be in the early years age range, with no more than 15 under the age of two years. Currently there are 66 children on roll. The nursery is funded to provide free early education to children aged three and four years. Children are accommodated across four different areas dependent on age. They all have access to an enclosed outdoor play area.

The nursery is open Monday to Thursday from 8.30am to 5.15pm and on Fridays from 8.30am to 4.30pm during term time only.

A total of 18 practitioners are employed to work with the children. All hold National Vocational Qualifications at levels two, three and four and one member of staff has an Early Years Degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish in this exciting, stimulating and fun environment and make excellent progress overall towards the early learning goals. Staff work cohesively as a team, providing an inclusive and harmonious setting where everyone feels welcome and valued. The manager and her team are full of ideas of how they want the nursery to develop further. She leads by example, with her passion and enthusiasm motivating staff to provide the best experience they can for all the children. The nursery has an excellent capacity to maintain continuous improvement because very effective and reflective procedures are used to monitor the provision. Excellent working partnerships with parents and other professionals effectively support continuity of care for all children.

What steps need to be taken to improve provision further?

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

- enhancing the opportunities for children to find out about and identify the uses of information and communication technology.

The effectiveness of leadership and management of the early years provision

Staff have an in-depth knowledge of child protection issues and new guidance and training is regularly reviewed as a team. They recognise their roles and responsibilities and know how to implement the required procedures. The recording of all staff, children and visitors to and from the provision contributes to keeping children safe from harm. Comprehensive risk assessments for the building, garden, outings and equipment effectively promote children's safety. Therefore, they benefit significantly from being cared for in an extremely safe and secure purpose built environment.

Recruitment systems are very robust and thorough vetting procedures are in place. The high adult to child ratio means children have plenty of adult support when needed and enables excellent supervision at all times. Children develop an excellent understanding of keeping themselves safe through discussion and daily routines. Staff gently remind children of rules, for example, before visiting the library within the college complex they discuss how to behave and to keep safe when walking through the buildings.

Those in charge have high aspirations for quality through ongoing improvement. Staff value the diversity of individuals and are highly effective in integrating all children, enabling them to achieve as much as they can. Extremely effective settling in procedures help new children to settle and adjust to the different environment.

The manager and her staff have exceptionally high expectations and standards which are embedded across all areas of practice. Morale is very high and belief in the setting's success runs through all levels of staff. The manager and her staff have created a clear and achievable plan for self-evaluation. This supports continuous improvement that involves staff, children and their parents who have all been involved in developing and taking them forward.

Children benefit from staff's superb partnership with parents. This enables their individual needs to be met and supports them in making rapid progress in their development. Parents are fully involved in their child's learning, and how they can support this in the home because highly effective communication takes place. For example, through key person meetings and during home visits.

Children's self-esteem is extremely high because staff respect and value every child. All staff especially the key persons supporting individual children have an exceptionally clear knowledge of their differing needs and abilities. The excellent multi-way partnerships between parents, staff and other professionals promotes children's all-round health and well-being.

A comprehensive and well written set of policies and procedures are in place, and these are regularly reviewed and updated. This underpins the work at the nursery providing staff with a comprehensive reference tool.

High priority is placed on evaluating teaching, the effectiveness of the educational provision and the impact this has on children's individual progress. This supports effective and continual learning. Staff performance is monitored and assessed both formally and informally. Ongoing training is identified to further enhance the expertise of practitioners and the rich experiences offered to children.

The setting is exceedingly well organised, providing outstanding care and education for all children. A significant strength of the nursery is the staff team who clearly enjoy their work and are extremely motivated and enthusiastic. Furniture, equipment and resources are of high quality and suitable for the ages of children to support learning and development. Children's excellent progress is clearly attributed to the skilful use of the resources and the highly effective deployment of staff.

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

Children thrive in the warm, welcoming, bright and vibrant environment that staff have created within the nursery. They are relaxed, confident and happy and make significant gains in their learning. Staff have an in-depth understanding of how to interest and support children as they play. They spend time working with individuals and small groups and build on children's interests. They skilfully encourage them to develop wider interests as their play moves into new areas. There is a very effective key person system in place and as a result excellent and close bonds have developed.

Staff have an excellent understanding of the Early Years Foundation Stage framework which is firmly embedded at the nursery. Children are highly active learners, are able to make choices, select resources and to initiate activities for themselves within a carefully planned environment.

Staff routinely observe and record children's interests and progress and use this information extremely well to plan next steps. Children's learning is extended according to their individual needs and abilities and as a result they make excellent progress. All areas of learning are firmly based in play and practical experiences. Because of this children clearly enjoy their learning experiences, are eager to attend and play together well.

Teaching is consistently inspiring and stimulating and children respond to challenges with enthusiasm. When out in the college grounds for example, they walk up the slope to visit and stroke the horses and all sing 'Horsey Horsey' as they watch them. When they return to the nursery they sit down to record their thoughts and ideas. Children recognise and copy familiar letters onto their art work. Their love of books is nurtured by staff who provide quiet, cosy areas for them in all base areas. As a result, all children including the very young can access books to look at and happily sing to themselves. The older children walk to the library in the college and choose books, listen to stories and join in with familiar parts. They turn pages carefully, ask questions and lift flaps when required to see

what is underneath.

Children learn how things work, for example, on the way back from the library they use the lift and have clear ideas how it works. They discuss their views with staff who very effectively extend learning. They are confident to use everyday technology and have opportunities to develop skills using the computer, however this is currently not available.

Being outside and connecting with nature is an important message the children quickly learn. The garden is exceptionally well resourced and they are able to access it at all times as part of the continuous provision. Children love to go out in the rain and are happy to put on wet suits. They then thoroughly enjoy splashing around in the puddles with staff who also provide them with small umbrellas to add to the enjoyment.

Children flourish in the nursery because they are exceptionally well supported by staff who encourage them to become competent learners. Children enjoy many cuddles from staff; as a result they become self assured, developing high levels of independence and a sense of security and belonging. They take on additional responsibilities within the provision, such as helping with snack and putting toys away. The older children manage small tasks really well and are keen to help. For example, to turn the light out or switch on the music. Children play extremely well together and behaviour is exemplary. They learn to share and take turns, and show genuine concern for one another.

Babies and young children's needs are extremely well met and flow in line with individual requirements. Regular daily routines enable older children to develop suitable self help skills. Children receive immediate attention in the event of an accident because all staff are first aid trained. Meal times throughout the nursery are a valued part of the day and children sit together with staff to enjoy their meals. Allergies and dietary requirements are clearly noted and displayed so that individual needs are met and respected at all times. Children thoroughly enjoy being involved at snack time and develop new skills, for example, as they spread butter on crackers and when cutting up their choice of fresh fruit.

Children play a full and active role in their learning throughout their time at the nursery. Therefore the older children are fully prepared for the exciting transition from the setting 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

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

The quality of the provision in the Early Years Foundation Stage	1
--	---

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

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

