

Epsom Day Nursery

Inspection report for early years provision

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Inspector

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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

Epsom Day Nursery is part of Asquith Nurseries Ltd and has been registered under the present ownership since 1999. The nursery is accommodated in a large detached building on four floors. Children occupy all four levels in 11 nursery rooms. Children have access to an enclosed outdoor play area, which is divided to provide suitable areas for different age groups. There are five steps leading up to the main entrance. There is also a separate entrance to the baby unit with a few steps leading down to the door. The nursery is situated in a residential area of Epsom. The nursery serves Epsom and the surrounding areas. It is open each weekday from 7.30am to 6.30pm throughout the year, excluding Christmas and Bank Holidays.

The nursery is registered on the Early Years Register. A maximum of 100 may attend the nursery at any one time. There are currently 124 children aged from three months to under five years on roll, some attend in part-time places. The nursery has a few children with learning difficulties and/or disabilities. The nursery receives funding for Early Years Free Entitlement. The nursery is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

There are 19 members of staff, 13 of whom hold early years qualifications at levels 3 to 6. Four staff are at level 2 and working towards level 3. One member of staff is unqualified. The Nursery also employs a chef and an administrator.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good understanding of the Early Years Foundation Stage which enables them to promote children's welfare in a safe, secure and inclusive environment. There is a strong commitment to sharing information with parents and carers and working closely with external agencies. This promotes continuity in learning and mostly good progression for all children, including children with special educational needs and/or disabilities. With the manager's effective leadership and vision, the staff have driven up standards and made significant improvements at the nursery. Overall, the systems for ongoing self-evaluation are good and are likely to lead to further improvements across most areas of the provision.

What steps need to be taken to improve provision further?

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

- use assessment to give a summary of a child's achievements at a particular point in time so that their progress can be tracked against the early learning

goals

- develop a culture of reflective practice and self-evaluation to identify strengths and priorities for development that will secure the quality of provision for all children
- help children to find out and learn how to use appropriate information technology, such as computers and programmable toys that support their learning.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. A comprehensive range of written policies and procedures, that underpin the service provided, guide staff in their practice. These are all reviewed regularly to reflect current good practice, carefully managed and implemented by knowledgeable staff. For example, staff know what steps to take if they have a concern about a child in their care and have completed appropriate training. There are robust systems in place for the safe recruitment of staff, and as a result, the vast majority have completed the necessary checks to confirm their suitability to be in contact with children. Daily and annual risk assessments ensure all necessary precautions are in place to keep children safe. For example, a secure closed-circuit television entry system has been installed to minimise the risk of intruders gaining access to the premises. The rooms with children over two years have coded doors to the floor entrance. The nursery environment is clean, bright and welcoming. It offers a range of good quality, easily accessible toys and resources, indoors and outdoors. These are used well to support the learning needs of the children who attend, helping them to reach their full potential.

Equality and diversity is well embedded throughout the nursery. Staff get to know the children and their families very well and develop secure relationships with parents and carers through a home visit. Parents are kept well informed of their children's learning and development as there is a good flow of relevant information between the nursery and child's home. For example, parents are given a handbook containing information about nursery life, such as menus, and how the Early Years Foundation Stage (EYFS) is implemented. Information is regularly updated through the nursery newsletters detailing up and coming events. Parents with children under two receive a daily diary providing helpful information about their child's day and care routine. Parents are invited to through stay and play sessions to become involved in their child's learning. They attend parents evening with their child's key worker and share their child's learning journey records. Parents speak highly of the staff and the improvements made since the change of manager at the nursery. The manager is keen to get parents involved in the decision making process of the nursery, for example, seeking their views through questionnaires. Close links with other early year's professionals and agencies ensure staff are able to provide continuity and support children's learning and development effectively. For example, they liaise with speech therapist, medical professionals and teachers.

The manager communicates high expectations for the quality of the nursery. As a result, morale amongst the staff is high and they work very well together as a

team. They are supported to develop professionally as they are provided with good opportunities to undertake further training courses or to take on new responsibilities within the nursery. The manager has made a strong start to the formal self-evaluation process and is developing an idea of how he plans to secure further improvements to the early years provision. However, the self-evaluation does not yet cover all areas of practice to ensure the diagnosis of strengths and weaknesses is completely accurate and sufficiently robust.

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

The nursery operates at appropriate adult to child ratios ensuring children are well supervised and experience good levels of direct attention and support. Children develop very secure relationships with their key worker and the other staff. This means that they are relaxed and feel safe within their surroundings. Staff obtain information about children's starting points from parents initially and then continue to make their own assessments from the observations they gather throughout the sessions. This process enables staff to plan a good balance of child-initiated and adult-led activities which are based on children's individual interests and learning needs. Children's learning journals contain photographs and examples of children work, although the tracking of children's progress towards the early learning goals is less secure. Each of the four main playrooms offers ample space for babies and children to spread out in their play and explore the array of good quality play materials. Children are keen to learn and enjoy selecting toys and resources for themselves. For example, they confidently source a bucket from the water tray to support their digging in the sand.

Children's confidence and self-esteem are increasing as they respond to praise and encouragement from staff, which impacts on their behaviour. They are starting to gain an understanding of what is expected on them and build positive relationships with adults and their friends. Effective questioning from staff and appropriate use of most situations encourage children to work out problems and solutions for themselves. For example, with support a child is able to work out why the fabric she is holding won't cut and places it on the table making the scissors more effective. Imaginative areas are established to support children's role play. For example, children build and construct in two and three dimensions. There are plenty of opportunities for children to use paint, water, sand and malleable materials. They enjoy investigating the sounds of various multicultural musical instruments. Older children are developing strong skills for the future as they use the latest technology, such as a touch screen computer and an interactive white board. However, opportunities to strengthen children's awareness of information, communication technology are not promoted as effectively as it could be in the continuous provision. Children are developing good skills in communication, language and literacy. For example, older children proudly show staff that they can write their names as they self register their attendance and confidently talk about their experiences during group circle times. Babies and younger children express their enjoyment as the staff sing gentle songs and rhymes to them and they learn to join in with familiar actions. Children learn important social skills, such as being

kind to each other and taking turns in their play. They are encouraged to behave appropriately in order to keep themselves and others safe. For example, staff gently reminds them to hold on the hand rail when negotiating the stairs. Diversity is reflected in all areas of the provision. For example, children access a suitable range of 'small world' characters that reflect people from different ethnic backgrounds and varying needs and there are positive images displayed to challenge children's thinking about gender, religion and disabilities. Children's experiences are extended. For example, babies are taken on regular outings within the local community. There is good provision for children's daily access to the outside learning environment in all weathers. For example, children put on their coats and hats during rainy weather. They develop their physical skills in the fresh air as they pedal various ride on toys, climb and run around freely. Children are beginning to access and manage risk for themselves. For example, they move equipment safely, according to their abilities. For example, you children competently and safely stock chairs.

The nursery ensures that children benefit from a nutritious diet by offering varied menus which are well balanced and tailored to meet children's individual dietary needs. Children enjoy social meal times. They take responsibility for small tasks, such as setting the table with knife, forks and plates and serve their own meal carefully from suitably sized containers. Children recognise that they feel thirsty and help themselves to drinks.

Babies and younger children are encouraged to use their spoon to eat their meals and younger children learn to wipe their own faces after meals. Older children demonstrate a clear understanding of the importance of washing their hands before eating and after using the toilet, and manage these routines independently with very little need for support. The procedures for nappy changing are very hygienic and respect children's privacy. Staff are warm and caring in their interactions with babies and younger children during these routines, making them fun and creating ideal opportunities for early conversation.

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	2

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	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

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