

Maples Day Nursery

Inspection report for early years provision

Unique reference number EY372548
Inspection date 28/11/2008
Inspector Amanda Shedden

Setting address 39 Hatherley Road, WINCHESTER, Hampshire, SO22 6RS

Telephone number 01962 870 977

Email

Type of setting Childcare - Non-Domestic

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.

Description of the setting

Maples Nursery is newly opened and is one of the Child Base chain of nurseries. They are situated in a large house that has been converted to accommodate 94 children on the Early Years Register; no more than 36 children may be under two years of age. They can also accommodate 30 children on the Compulsory Child Care register in an adjacent building. There are presently 88 on roll and 19 are in receipt of funding.

They are open from 07.30 to 18.30, 52 weeks of the year. The nursery is on two floors with a small ramp to the ground floor and there is a fully enclosed garden for the children to access. There is a fully qualified nursery cook who provides all snacks and two hot meals a day. There are 16 members of staff; 11 are qualified to level two or above in childcare and education.

Overall effectiveness of the early years provision

Children are happy, settled and confident in their surroundings. Children are supported in all areas of the Early Years Foundation Stage (EYFS). However, children's starting points are not always identified, limiting the progress they make when they first start at the nursery. Not all parents are aware that there are developmental records kept on their child nor are they consistently asked to contribute to them. Most children's individual needs are met but on occasion children are not able to have the routine they need as staff do not have the knowledge to ensure those needs are met effectively. The nursery has monitoring systems in place that identify and highlight areas of improvement for the benefit of the children. Staff and management meet regularly to discuss the curriculum and to ensure that all children are included.

What steps need to be taken to improve provision further?

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

- improve the two way flow of information with parents so that they are aware of, and can contribute to, their child's developmental records
- ensure that children's starting points are included in their EYFS profiles
- ensure that the needs of every child are fully met by sharing information about children and listening to, and acting upon, their non verbal signals

The leadership and management of the early years provision

The manager and staff work together to ensure that the children's welfare and educational needs are met. There is an effective recruitment and induction programme to ensure that all adults working with the children are suitable to do so. Ongoing suitability of staff is monitored through an appraisal system which

includes observations on each member of staff, where any training needs are identified. All staff are required to undertake training in key areas such as first aid and the evacuation procedure as soon as they start at the nursery. Senior management regularly visit the nursery to support the staff and monitor the provision to identify areas that may need improving; recently, due to the expansion in numbers of children attending, many new resources have been obtained. Parents are given comprehensive information about the nursery and in each room there is information about the week's curriculum. Young children have daily sheets to take home explaining the children's experiences and information about food, sleep and nappy changes. Staff take time each day to discuss each child with their parents. There are systems in place for parents to easily comment on, or make suggestions about the nursery.

The quality and standards of the early years provision

Children are introduced to a range of experiences that support their learning and development. Each child has 'a learning journey' which records their achievements and photographs of the children undertaking a range of activities. Staff in each room make curriculum plans that are relevant for the ages and stages of those children. Further plans are made with information from the child's key person who undertakes regular observations to ensure that each child is able to either progress or consolidate their learning. Communication, language and literacy and physical development plans are part of a 48 week structured programme which staff adapt to ensure that children are interested and that it is relevant to their individual needs. For instance, this week part of it is about kicking a ball; some children are mastering this skill whilst others, supported by staff, are learning to control the ball with their feet.

Children enjoy a range of healthy and nutritious meals and snacks; they sit together making it a social occasion. Children with different dietary requirements are cared for well. Children sit together in their groups to have lunch, making it a social occasion, older children choosing to sit with their friends. Younger children have photographs on their mats of themselves with their name written giving them a sense of belonging and encouraging children to understand that text has meaning.

Older children enjoy using the interactive white board, they concentrate on the task they all enjoy, showing real pleasure in the game whether watching or directing, calling out to help the child whose turn it is. The games have a range of levels, ensuring that all children can participate. All the children clap and smile when they reach the target or the end of the game.

All children have access to messy play areas where they are able to self select for themselves or participate in the activity that is out that day, the younger children enjoying the sensation of sand, water or painting.

Children are kept safe through the systems within the nursery, for instance, regular risk assessments; all staff are trained in child protection and there are

surveillance cameras on the door to ensure that only persons that are known to staff can enter.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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