

Verwood Day Nursery

Inspection report for early years provision

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Inspector	Maria Lumley and Lorraine Sparey

Setting address	Moonacre, Potterne Way, Three Legged Cross, WIMBORNE, Dorset, BH21 6RS
Telephone number	01202822338
Email	Info@verwooddaynursery.com
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

Verwood Day Nursery was registered under new ownership in 2011. It operates from a detached property set in its own grounds on the outskirts of Verwood, Dorset and it follows the Montessori method of teaching. Both the ground and first floors are used to accommodate children. Children have access to an enclosed outdoor play area. The nursery is registered on the Early Years Register to care for a maximum of 68 children at any one time. There are currently 68 children on roll who attend at various times. The nursery provides free early education for children aged three and four years. It supports children with special educational needs and/or disabilities. The nursery is open from 7.45am to 6pm for 51 weeks of the year. It employs 12 permanent staff, including the manager. Of these, 10 members of staff hold relevant qualifications and another is currently training.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy in the nursery and engage in various interesting activities. There is a wide variety of resources although these are not always used fully effectively and staff are not always deployed appropriately throughout the nursery. Generally, children's health, safety and well-being are supported effectively. Excellent partnerships with parents have been developed, as well as good partnerships with the schools that children transfer on to. Management and staff have good systems to evaluate the provision involving parents and children. They demonstrate a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- help children develop more awareness of healthy practices, by acting as good role models with particular regard to hand washing and the wearing of shoes in the baby unit
- support and extend children's learning and development further, with particular regard to improving the selection of resources in the toddler outdoor play area and deploying staff effectively at all times.

The effectiveness of leadership and management of the early years provision

Management and staff demonstrate a secure knowledge of safeguarding children. All staff are clear on procedures to follow in the event of a concern with regard to children's welfare. Thorough and detailed risk assessments are completed on a

daily basis enabling staff to provide a safe and secure environment. For example, during these checks staff identify loose varnish on the babies' chairs and immediately log this and notify the maintenance person. Robust staff files evidence the suitability of all staff working at the nursery.

There is a wide range of resources provided throughout the nursery which children are confident to select independently. However, age-appropriate toys and equipment are not always easily available to fully support children's learning. For example, when toddlers access their outdoor play area they are provided with slim pencils which they find hard to use. The carpets throughout the nursery are regularly deep cleaned to maintain high standards of hygiene. Staff, babies and toddlers in the baby unit remove their shoes before entering the room. However, when visitors, parents and staff that work in other areas of the nursery enter the room they are not required to remove their shoes. Since the crawling and newly mobile babies in the room spend the majority of their time on the floor this does not fully minimise the risk of cross infection.

Management employ qualified and skilled staff and effective contingency plans enable them to maintain high staff ratios at all times. However, on occasions staff are not deployed effectively to meet the needs of some groups of children. For example, when a toddler expresses an interest in the paint activity that is sited in the pre-school children's garden staff do not adapt their arrangements to enable the child to take part in a similar activity. Children are able to learn about and celebrate different cultures and traditional days as these are incorporated in the planning. This enables them to have an understanding of the world around them and embrace differences.

Excellent opportunities are available for parents and carers to contribute to their child's time at the setting. They are actively encouraged to share any news about their child's learning and welfare. They are very warmly welcomed into the setting by staff that are friendly and approachable and who eagerly discuss the children on a daily basis. Regular newsletters and an extensive parents' notice board keep parents extremely well informed. They report that they are extremely happy with every aspect of the care and learning opportunities offered to their children. Staff have forged close links with the feeder school. Letters from the school report on how well children are settling and how they are building on the great foundation provided by the nursery.

The management team demonstrates a good understanding of the importance of continued improvement. Emphasis is given to ongoing staff training which is strongly encouraged. Staff are able to demonstrate their vision for the nursery and discuss action plans already in place. Reflective practice includes the introduction of 'shakers and movers' whereby toddlers spend short periods of time in the pre-school rooms. This aids a smooth transition as children progress through the nursery. A systematic procedure for self-evaluation that clearly identifies the outcomes for children has been developed. This includes a parent and children's committee, where both groups can identify areas they like and give suggestions for improvements.

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

Children play and learn in a bright, child-friendly and welcoming environment. Numerous displays and photographs around the nursery document what they have achieved. Children develop a sense of belonging as they look at photographs of themselves and their friends. Babies and toddlers develop close attachments to staff who are quick to respond to their changing needs. Staff make good eye contact with toddlers as they feed them their bottles and meals. They smile and talk to them, responding to gurgles and emerging language. The toddlers snuggle up to staff and look at picture books, pointing out pictures. Staff offer high levels of praise, rewarding their achievements. This helps the children feel safe and secure.

Children in the pre-school room thoroughly enjoy a music and singing session. They excitedly play a variety of instruments including tambourines, drums and bells. Staff encourage the children to play instruments slow and fast in time with the beat. Staff deliver the activity well, capturing children's enthusiasm and keeping them engaged at all times. Children confidently use the computer and operate simple programmes. They concentrate well and persevere with pieces of Montessori equipment until they have completed the activity correctly. For example, they line up pieces of wood in order of size. They show a great sense of achievement and are keen to show the staff. Babies and toddlers confidently help themselves to resources within their reach. They explore treasure baskets which are themed, For example they investigate a beach basket containing different shells and a fabric basket containing various materials. These allow them to explore a wide range of textures.

Staff demonstrate a good understanding of how children learn and the learning and development requirements of the Early Years Foundation Stage. Consequently, children's progress is promoted well and they develop good skills for the future. Observations are documented within each child's learning record and parents are invited to comment regularly on their child's development. Many parents regularly share observations from home with staff to add to the child's records. This assists staff in clearly identifying children's next steps of learning, which informs future planning.

Children have daily access to the outdoor play areas where they benefit from fresh air and exercise. Children from the pre-school thoroughly enjoy an exercise session. They quickly identify how their bodies change as they exercise and confidently help themselves to a drink of water. Staff support babies' mobility by placing favourite objects out of their reach to encourage reach and movement. Children are developing some understanding of healthy practices with older children washing their hands after toileting and before eating. However, staff wipe children's noses for them, regardless of their age, and do not always wash their hands or the children's once they have done so. Children benefit from healthy snacks, such as savoury crackers, fresh and dried fruits and the chef cooks fresh meals each day using local produce.

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	3
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	1

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

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	3
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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