

Walton House Nursery LTD

Inspection report for early years provision

Unique reference number

EY437833

Inspection date

30/04/2012

Inspector

Chris Hodge

Setting address

130 Walton Road, SIDCUP, Kent, DA14 4LW

Telephone number

02083008300

Email

office@waltonhousenursery.com

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

Walton House Nursery Limited registered in 2011 with a new provider. It operates from the ground floor of a large residential house in Sidcup in the London Borough of Bexley. There are several steps leading into the main entrance. The nursery is open Monday to Friday from 7.30am until 6pm, all year round, except for bank holidays and for one week over the Christmas period. There are two main play rooms and children have access to an enclosed garden.

The nursery is registered on the Early Years Register to care for 22 in the early years age group; of these, not more than six may under two years at any one time. There are currently 41 children on roll. The nursery supports children with special educational needs and/or disabilities and children who are learning English as a second language. The nursery receives funding to provide nursery education for three and four-year-olds. A team of eight staff are employed to work at the nursery, including the manager, proprietor and cook. All but one member of staff working directly with the children holds an appropriate childcare qualification. The nursery receives support from an advisor from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and demonstrate a strong sense of belonging in this friendly, welcoming and fully inclusive nursery environment. They make good overall progress in relation to their starting points, because practitioners provide them with a broad range of indoor and outdoor experiences. Children with special educational needs are extremely well supported. Overall, partnerships with parents and other early years professionals are well established and ensure children have consistency in their care. Children's welfare and safety is given high priority. The manager and staff team are committed to continuous improvement and achieve this through effective systems for self-evaluation, ongoing training and working with the local authority.

What steps need to be taken to improve provision further?

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

- explore different ways of motivating boys to take part in mark making activities
- develop partnerships with parents further by actively involving them in their children's learning.

The effectiveness of leadership and management of the early years provision

Staff attend regular safeguarding training and are fully aware of their role and responsibility for recording and reporting concerns in line with local procedures. Robust risk assessments are actively used to promote safety at all times. Staff complete daily checklists and have good procedures in place to check that children are kept safe from accidents in the nursery. Rigorous recruitment procedures help to ensure that all staff working with children are suitable to do so. All staff are trained in first aid and are they very well deployed at all times. All the required documentation and records are in place and are well maintained.

The nursery has an excellent inclusive approach and values diversity, promoting equal opportunities at all times. Staff have a very good knowledge of each child's background and needs. The nursery has excellent partnerships with other professionals such as the Area Special Educational Needs Coordinator, speech and language therapists, Bexley Autism Support Team, health visitors and social workers. This ensures every child receives high levels of support at an early stage. The stimulating environment is rich in visual displays, signs, symbols, pictures, posters and displays of children's art work. This gives children a sense of their importance and value. The premises are set out attractively, with an extensive range of high quality resources and activities. These fully cover the six areas of learning and encourage children to be active and independent learners, both indoors and outdoors. The nursery has effective procedures in place to help children and families settle into nursery life and to establish good relationships with parents. Staff work with parents to gain information about children's starting points and to keep them well informed about their children's progress. However, systems for getting parents actively involved in their children's learning are less established. Parents dropping off and collecting children offer positive feedback on the care and information received about the nursery and their children.

Staff work well as a team and build up secure relationships with children. They demonstrate a strong commitment to providing good quality care and to continually improve outcomes for children. All staff are involved in the self - evaluation process. They regularly seek advice from their local authority advisor and attend regular training courses to enhance their professional development.

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

Children make good overall progress towards the early learning goals because staff have good information about their starting points, and observe them closely and carefully plan to meet their individual needs. Children with special educational needs and/or disabilities are fully integrated into the setting and are provided with excellent one-to-one support, helping them to make great strides in their development.. Observation and assessment is used effectively to plan activities that are linked to the six areas of learning. Activities are also based on children's

likes and interests and support the next steps in their learning. Planning includes a good balance of adult-led and child-initiated activities and takes into account children's starting points and capabilities. Children have good opportunities for free flow indoor and outdoor play.

Children are very settled and engage well in their play. They develop close relationships with their key persons, who are very familiar with their individual needs and provide emotional and practical support. As a result, children are happy, feel safe and demonstrate a strong sense of belonging. Children are developing good communication skills because staff spend a lot of time playing with them, talking to them and extending their learning. Children are becoming increasingly confident engaging in conversations with adults and talking to one another during their play. Staff are confident in using signs and visual aids to support children who are less able to communicate. Children enjoy looking at books, listening to their favourite stories and singing familiar songs. They have good opportunities for mark making, and examples of emergent writing can be seen on children's work.

However, boys appear to be less interested in using the mark-making resources. Children have great fun playing games with adults, such as 'What's the Time Mr Wolf', which encourage their counting skills and help them learn to take turns. Many children are confident in recognising numbers out of sequence and counting to ten and beyond. They enjoy taking part in a wide variety of art and craft activities and have good opportunities for role play. Older children are confident in using a selection of computer programmes to enhance their learning. Local outings, visitors to the nursery and various topics celebrating different festivals, help to broaden children's knowledge of the world around them. Children enjoy learning about nature through planting activities, digging in the garden and looking for mini- beasts.

Children are encouraged to adopt healthy lifestyles and learn about staying safe. Older children understand the importance of good personal hygiene routines such as hand washing after using the toilet and before meal time. The nursery promotes healthy eating and encourages children to make healthy choices about what they eat. Home-cooked meals are prepared and cooked freshly each day by the nursery cook and are thoroughly enjoyed by the children. Menus are varied, nutritious and well balanced. At snack time children are offered a choice of fresh fruits, and fresh drinking water is available throughout the day. The nursery has good systems in place to ensure children's special dietary needs are met. Outside in the well-equipped garden and during large group time, staff teach children to be active and to understand the benefits of physical activity. Children are confident, relaxed and enjoy their time spent at the nursery because staff recognise their skills and consistently praise their achievements. They behave well, play nicely together and develop important skills to support their future learning.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

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

