

The Aviary Nursery

Inspection report for early years provision

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Inspector Loraine Wardlaw

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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*.

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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

The Aviary nursery opened in 2006. It is run by Hampshire County Council. It consists of three rooms in a refurbished building on the campus of Nightingale School in Eastleigh, Hampshire. It is open for 50 weeks a year on Monday to Thursday from 8 am to 6 pm and on Friday from 8 am to 5.30 pm. Children attend for a variety of sessions. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 56 children in the early years age range may attend, 12 of whom may be under two years of age. The nursery provides funded early education for three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. Currently there are 80 children on roll in the early years age range. The local authority employs 14 staff to work directly with the children. All hold relevant qualifications. One staff member has qualified teacher status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive at this exceptionally well-planned, rich and stimulating nursery. They relish attending and, overall, make significant gains in their learning and development. The staff put children at the heart of all that they do. They have an extremely good knowledge of each child's background and needs which helps to ensure the nursery is fully inclusive and welcoming to all children. The capacity for sustained improvement is outstanding. The management team is inspirational and, as a result, staff are highly motivated which results in children's needs being met exceptionally well.

What steps need to be taken to improve provision further?

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

- valuing linguistic diversity further by providing more opportunities for children to develop and use home language in their play and learning.

The effectiveness of leadership and management of the early years provision

There is an excellent awareness of safeguarding issues among all staff and, as a result, they are confident in implementing child protection procedures. All are trained in child protection and the designated person keeps safeguarding children at the forefront of her mind. She undertakes regular safeguarding meetings with

the Children's Centre manager and plays a full role in initiating procedures when concerns are raised. Children are also safeguarded by extensive recruitment and vetting procedures which help to ensure that staff are suitable to work with children. Extensive risk assessments are carried out for the rooms used, activities undertaken, both indoors and outdoors, and of the equipment used. As a result children can play safely at all times.

The management team is exceptionally successful in inspiring the staff. They have extremely high expectations and set very high standards in professional development. Belief in the nursery's success runs throughout the whole staff team. The nursery has rigorous and ongoing systems for self-evaluation, with plans for continuous improvement high on the agenda. Steps taken from the last inspection to drive improvement further have been amazing. For example, the outdoor area has been fully developed and now includes a forest school.

The nursery promotes very effective partnerships with others. It has very strong links with the main feeder school for children with special educational needs and/or disabilities and mirrors much of their teaching. For example, children have an enclosed activity station so they can focus on their very specific, individual tasks. The special educational needs teacher works very closely with the speech and language therapy assistant and other multi-agency professionals working with the children. Staff have an excellent relationship with parents and carers, all of whom have only very good comments to make about the nursery. The key person system is very well-established. This involves home visits by the key person when children first attend, promoting a genuine bond between the adults and children. Parents are extremely well informed about all aspects of their children's achievement, well being and development. This involves them fully in their children's learning. The staff also encourage parents to play a key role in promoting diversity by inviting them in to share aspects of their cultural backgrounds with the children.

The environment is highly conducive to learning. The rooms are arranged very effectively into different areas of learning and staff are very well deployed and operate high ratios. Both indoors and outdoors, the presentation of the quality resources is imaginative and exciting. This fully inspires children to interact and take part in learning experiences. For example, an outdoor supermarket and tea leaves on a reflective builder's tray are just a few of the many activities on offer in the fresh air. The dedicated team all use Makaton sign language to support children in their routines and play, using a choice board and a Picture Exchange Communication (PECS) system for children with specific needs. Children's cultural and linguistic heritage is noted and fully valued by the staff although opportunities for children to develop and use their home language in their play and learning are not extensive.

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

Children are given fabulous opportunities to discover all areas of learning and develop skills for the future through a wealth of exciting activities and play

experiences. Three-and-four-year olds demonstrate a clear sense of excitement as they independently get ready to go to forest school. They know the routine extremely well as they sit in the outdoor classroom on wooden stools and confidently tell the staff what happens next. They relish joining in songs, contributing their ideas and thoughts and learning how to keep safe. The staff are careful to ask open-ended questions and to give children time to talk, promoting very good communication and thinking skills. For example, children show a mature response when asked about safety. They make comments such as 'we might trip over some sticks', while another looks around and says 'it looks safe to me'. Children take measured risks such as climbing trees. All children including babies and toddlers show an extremely strong sense of security and feel safe within the setting. Their key person follows the care routines provided by the parents closely. Staff weave care and learning together as they sing a 'wash hands' song as children follow exemplary hygiene routines. Children enjoy healthy snacks and a hot nutritious meal at lunch-time which helps them to learn about healthy eating.

Children are healthy and energetic and spend a large part of their day outdoors. They develop excellent physical skills through riding tricycles, running, climbing and using child-size equipment, such as brooms to sweep with. The addition of construction materials outdoors means that children can design and build their own structures. They have wet weather suits and wellington boots so that they can still enjoying the benefits of outdoor play in all weathers. Children make impressive strides in their learning and development. All staff interact with children purposefully and sensitively to build on what they know and can do. Because all key adults know their children's capabilities extremely well they can weave their next steps into the planning and daily routines. As a result each child is fully challenged and extended. For example, during the toddler's snack time staff encourage simple counting, use of Makaton alongside talking and personal independence for specific children.

Staff make imaginative use of rhyming to promote children's communication skills. Children enjoy a particularly close relationship with their key adult with whom they confidently talk to and go to for support and challenge. They independently solve problems as they make and sell ice creams out of play dough for their friends and staff. Children are highly motivated because adults are quick to pick up on their interests and extend them fully. For example, during a day themed around a famous science fiction film, children are encouraged to use clipboards to record who wants to take part and to dress up as their favourite characters. This gives them excellent opportunities to use decision making skills and to take responsibility for their learning. Children behave exceptionally well as they are extremely happy, challenged and settled.

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
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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

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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