

Willow Garden Day Nursery

Inspection report for early years provision

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Inspector Patricia Champion

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Type of setting Childcare - Non-Domestic

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Introduction

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Description of the setting

Willow Garden Day Nursery is privately owned. It opened in 2012 and operates from four play spaces within converted brick buildings and log cabins in Orsett Heath, Essex. All children share access to a secure, enclosed garden and woodland for outdoor play. A maximum of 36 children may attend the nursery from birth to the early years age group, at any one time. There are currently 30 children aged from 18 months to five years on roll. The nursery provides funded early education for three- and four-year-old children.

The nursery opens five days a week all year round. Operating times are from 7am until 7pm. The nursery serves the local community and surrounding areas. It supports a small number of children who have special educational needs and/or disabilities and who have English as an additional language. The nursery is registered on the Early Years Register.

The nursery employs nine staff, of whom, seven hold appropriate early years qualifications to level 4 and 3 and the manager has an early years degree. There is one member of staff currently working towards a recognised early years qualification. The nursery also employs an administrator. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are offered many enjoyable learning and development experiences in a very stimulating and safe environment. Overall, staff are effective in promoting inclusive practice and are successful in meeting the individual needs of the children attending. Children are safeguarded through extremely robust policies and procedures, which are understood and implemented efficiently by staff. Exceptionally strong partnerships with parents and other providers successfully promote shared care, learning and development. The staff team share a strong commitment to professional development and the thoughtful self-evaluation results in very effective action planning that drives continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure additional support for children's emotional well-being to help them know themselves and what they can do, by enhancing the daily routines.

The effectiveness of leadership and management of the early years provision

Strong and effective management ensure high standards are being established in this new nursery. Comprehensive and meticulous records and documents are organised to meet the regulatory requirements and help promote children's welfare and safety. The staff team give the highest priority to safeguarding all children. The premises have exceedingly secure entry systems and staff are vigilant when visitors arrive. Extremely effective risk assessment procedures are carried out to identify and minimise hazards to help keep children safe from harm. Robust employment procedures are in place to underpin the vetting of adults for their roles in working with children. Staff demonstrate an excellent understanding of child protection procedures and are very confident to follow the local child protection procedures if there are concerns.

Highly effective partnerships have been established between the staff and the parents. There is a wide range of written policies, procedures and consent agreements to maintain consistent shared care. Well-presented notice boards, newsletters, emails and communication books keep parents updated on events in the nursery and how their children spend their day. Parents become involved in their children's learning by regularly contributing their observations to the 'Learning Journey' records or when joining the nursery's lending library. They also provide items of interest or find experts who can share their knowledge of wildlife with the children. Parents are heavily involved in the decision making on key matters involving the progress of the nursery and join the parents' forum or contribute to special family events. They make extremely complimentary comments about the nursery and the staff team. Extremely effective partnerships are forged with key professionals from other early years settings or children's centres to support continuity of care and help children to make progress in their overall development.

Inclusive practice is positively promoted and children experience effective and supportive procedures to settle them in successfully. The information collected from parents at the outset contributes to personalised activity planning and ensures that individual needs are well known and respected. Family books are compiled with many photographs of people familiar to the children so that they feel a sense of belonging. The nursery is starting to care for children with special educational needs and/or disabilities and is implementing individual care plans.

The manager and the registered providers embed ambition and drive improvement exceptionally well. The whole staff team share a strong commitment to improvement. Self-evaluation is accurate and all staff actively reflect on their practice to evaluate what they do well and identify where they could do better. Action plans are detailed and well-targeted to improve outcomes for children.

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

Outcomes for children are good overall, with some outstanding aspects. Children develop extremely healthy lifestyles as they regularly choose to play outdoors in the fresh air. They play, learn and have fun in beautifully presented buildings set in extensive grounds and a rural landscape. Outdoor clothing, such as waterproof ponchos and boots are easily accessible so children can explore in all weathers. Children thoroughly enjoy the superbly well-balanced meals and learn to make healthy choices as they select from a range of fresh fruit and vegetables at snack times. Visits by a dentist give children an excellent understanding of the importance of looking after their teeth. They know that drinking water is good for them and their individual water bottles are easily accessible. Scrupulous attention is given to hygiene routines. Children develop very close relationships with staff so they feel exceptionally safe and secure as they begin to investigate the environment and resources. They learn to manage risk for themselves as they use tools and equipment safely and regular fire drills are carried out so children learn to swiftly evacuate the premises in an emergency.

Children are actively encouraged to make independent choices in their play and staff enthusiastically ensure they have access to a highly stimulating and exciting range of resources that reflect their current interests. Staff also plan a variety of adult-led activities that link well to all areas of learning, informed by their detailed, ongoing observations and assessments of the children. There is a good focus on supporting children's personal, social and emotional development. Routines are used well to promote children's understanding of numbers, counting and problem solving and also some independence skills, such as serving food and distributing cups and plates to their friends. However, sometimes the routines do not always provide the additional support younger children need to help them know themselves and what they can do, particularly in relation to independent self-care.

Children are becoming motivated and are developing secure foundations for their future learning. They develop a strong sense of responsibility and care towards each other. Older children comfort their younger friends when they notice they may feel uncertain or upset. Staff are extremely sensitive and respond promptly to unwelcome behaviour and implement highly effective strategies to support children who struggle to cooperate or interact harmoniously with others. Communication skills are perceptively promoted as staff speak clearly and respectfully to children, asking carefully framed questions to check their understanding. Staff encourage children to work things out for themselves and highly value what children have to say. Early writing and reading skills are effectively promoted through activities linked to sounds and letters. There are well stocked mark making areas and easily accessible books, both indoors and outside. Children have excellent opportunities to learn about technology as they adeptly use the laptop and smart board.

Children are absorbed as they act out real life and imagined scenarios. Through themed role play activities they explore the components of a vehicle when washing cars or find out what to do when you visit or work in a tea shop. Children's knowledge and understanding of the natural world is developing well. The nursery

has a covered pond where children enjoy viewing and feeding the fish and discover life cycles by examining how tadpoles change into frogs.

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	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	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	1
The extent to which children adopt healthy lifestyles	1
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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