

Swiss House Nursery School

Inspection report for early years provision

Unique reference number

EY440913

Inspection date

11/07/2012

Inspector

Timothy Butcher

Setting address

36 Swiss Road, WESTON-SUPER-MARE, Avon, BS23 3AZ

Telephone number

01275853304

Email

emma@emccarthy.co.uk

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).

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.

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

Swiss House Nursery School is a privately owned childcare provision. It registered in 2012 under this ownership. It operates from a detached building near the centre of Weston-Super-Mare, North Somerset. The whole of the premises, except for the staff room, office and kitchen, are accessible to children. There is an enclosed garden for outside play. The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The nursery is registered to care for a maximum of 42 children under eight years at any one time; 41 children may be within the early years age range, and of these, nine may be aged two years or under. The nursery opens from 8am to 6pm each weekday for 51 weeks in the year. Children attend for a variety of sessions. The setting receives early education funding for two year olds. There are currently 75 children on roll, all within the early years age range. The setting supports children with special educational needs and/or disabilities and children who learn English as an additional language. There are 13 members of staff that work with children, including the cook. One member of staff holds a Foundation Degree in Early Years. There are nine members of staff who hold level 3 qualifications in Early Years and one member of staff holds a level 2 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make consistently good progress in the majority of their learning and development, supported by a skilled staff team. Effective assessment and planning systems enable staff to deliver stimulating activities that closely meet the individual needs of children in an inclusive environment. Partnerships with parents and others are well established and support children well. The staff team have a good understanding of the Early Years Foundation Stage welfare requirements, so children are safe. Effective systems of evaluation mean the management and staff team are successful in securing continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the use of the outside area to provide further opportunities for children to be active and exuberant and to test their motor skills
- extend resources and the opportunities for children to find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning, particularly for children in the fledglings room.

The effectiveness of leadership and management of the early years provision

Clear safeguarding procedures and the training of staff enable them to have a secure awareness of how to protect children if they have a concern. Policies, procedures, and other documentation successfully promote children's welfare. All staff are suitably vetted. Children are cared for in a safe and secure environment. Risk assessments, backed by daily visual checks, successfully minimise potential risks to children. Children learn to have a good awareness of their own safety. Children in the 'Fledglings' room, for example, negotiate the stairs with due caution, concentrating well and safely holding on. Overall, children make good progress in their physical development. However, older children do not have very good opportunities to take acceptable risks in a controlled environment, such as by the use of large-scale equipment. This restricts their opportunities to learn and understand about danger.

Overall, resources are good, fit for purpose and support children's all round development. The staff in each of the rooms has a good understanding of the Early Years Foundation Stage. They provide well-planned and creatively presented activities, both indoors and outside. The activities match children's abilities and follow their interests. Key workers identify children's next steps in development particularly well. They use resources effectively to achieve the majority of the planned goals in learning and development. Babies happily explore, sit on equipment outdoors; and giggle and laugh as they rock on the seesaw. Pre-school children self-select many activities for themselves from the easily accessible resources boxes and low-level storage. 'Fledglings' children relish the opportunity to explore the textures of wet and dry sand when it is their turn to use the messy-play room. Pre-school children have good opportunities to learn about and to operate simple information and communication technology. However, children in the 'Fledglings' room do not always have such good access to a range of technology equipment, so their learning in this area is not promoted as well.

A particular strength of the setting is the well-established relationship with parents and carers. Parents comment very positively on the friendliness of staff, the good levels of communication and their caring attitude towards children. The key worker system provides an effective two-way exchange of information. This provides good continuity of care and learning for all children. Activity planning is on display for parents. Staff invite parents to contribute to their child's learning journal, through 'wow' statements. They are also invited to share children's home achievements and interests through the 'home bear'. Displays, timelines and photographs effectively encourage children to affirm their identity, develop their communication skills and gain a good sense of belonging.

The owners, manager and staff team place importance on the inclusion of all children. Key workers have a good knowledge and understanding of children's background and needs. They work effectively with parents and in close partnership with other professionals to identify a child's need for additional support at an early stage. The wider staff team work well together to implement the individual education plans put in place to support children. Strategies, such as picture

prompts, visual timetables and staff's knowledge of children's home language successfully support children with specific and diverse needs. As a result, the nursery takes good and effective steps to close identified gaps in children's achievements. Evaluative processes are secure and actions taken have a positive impact on the outcomes for children. The introduction of a focussed activity time, where children work with their key worker is effective and provides good challenges for children. The owners, manager and staff team demonstrate good motivation to seek further improvements, such as the further development of the use of the outdoor area.

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

Children of all ages make good progress across each area of learning, because they participate in a broad range of good quality learning experiences. Consequently, children are curious and independent learners, and babies happily explore their learning environment with confidence. The setting is vibrant and children show a good sense of belonging. Pre-school children enthusiastically show the fish shape and rod they have made from paper and straws. They spontaneously show that they recognise their names they have attempted to write on the fish and happily go off to engage in pretend play. A child uses a fire fighter's helmet as the fishing pond. They are eager to talk about where fish live and how they breathe, showing a good understanding of the world around them. Babies are happy and secure and show by their body movements and facial expressions that they are making good attachments to attentive staff. For example, they babble excitedly and staff skilfully encourage them to communicate, exercise choice and to explore the textures of sand and water when outdoors. Children in the fledglings group, tip, pour and problem-solve capacity and space, as they thoroughly explore at the water tray. They happily sing the 'tidy-up song', as they help put away toy resources before snack time. Children are cooperative, know what is expected of them and behave well. They are valued and their individual needs are met closely. The staff skilfully encourage children's independence at mealtimes and extend their tastes, through the provision of healthy, wholesome food. Children follow good personal hygiene routines, such as hand washing, and their self-care skills develop well. They show a good understanding of healthy eating. Babies and young children remain content during nappy changing procedures. They evidently have their physical, dietary and health needs met well. Overall, children are very well equipped with the skills they need in order to secure 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	2
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	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

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
--	-----