

Silchester Manor Day Nursery

Inspection report for early years provision

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Inspector Mandy Gannon

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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*.

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.

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Description of the setting

Silchester Manor Day Nursery re-registered in 2012. It is run by a private provider and operates from a large detached house with an annex in Taplow, Buckinghamshire. There is access to ten play rooms and a secure outdoor play area. The nursery is open Monday to Friday from 7.45am to 6.00pm, for 51 weeks a year. It provides full day care. The nursery is registered to care for up to a maximum of 176 children under eight years at any one time, of these, 152 may be in the early years age range. It is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 158 children on roll, all are in the early years age group. The nursery supports children who have English as an additional language and special educational needs and/or disabilities. The staff team of 27 is led by the nursery manager who has Early Years Professional Status. The deputy has a level 3 qualification and is enrolled to undertake her Foundation Degree. There are 16 nursery nurses; 12 are qualified to level 3, four are qualified to level 2 and are working towards their level 3. The two lunch time assistants are enrolled on level 3 training.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and secure in a setting where the uniqueness of each child is valued. They participate in a broad range of activities that they enjoy and make good progress in their learning and development. The settings use of children's linguistic diversity in their play and learning and outside environment is not fully developed. Some staff's hygiene practices are not fully in place in order to minimise infection. The enthusiastic management team shows drive and commitment with a strong capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop hygiene practices when wiping children's noses to minimise the spread of infection
- improve the value of linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning
- further develop the outside area to enhance children's ability to use their senses, to learn about the world around them and make connections between new information and what they already know.

The effectiveness of leadership and management of the early years provision

Staff protect children as they have an accurate understanding of appropriate safeguarding procedures and their responsibility to protect them from harm. Robust recruitment processes are in place with effective probationary periods, ensuring staff have suitable checks, skills and qualifications to undertake their role. Staff monitor entry into the premises and a visitor's record is in place. Accurate registers record arrival and departure of children and staff in each room promoting safety. A broad range of policies and procedures promoting children's care and well-being are in place, which the setting reviews and updates on a regular basis. The environment is safe and meets the needs of the children, staff are vigilant and promote children's safety taking steps to minimise potential risks. Daily checks and risk assessments are in place, which the setting reviews following accidents or incidents.

The setting seeks the views of staff, parents and children through discussion, questionnaires and meetings, which the setting effectively uses in their evaluation process. Children make good progress in an environment where a broad range of suitable resources are easily accessible to enrich their learning and development. Children actively make choices and decisions from the recently introduced labelled boxes and resources. Although, there is limited adult sized furniture to create a homely atmosphere and aid babies in being able to pull themselves to standing.

Equality and diversity is successfully promoted in the setting. The setting have an accurate understanding of each child's background and needs and works effectively in partnership with parents and other professionals. The setting has recently introduced new development records, which staff continue to develop their skills in completing, and are being effectively supported by the management team. Staff seek additional support from other professionals at the earliest opportunity to promote the best possible outcome for children. The setting is aware of children who have English as an additional language and are working closely with parents. They have begun to identify key words important to them, although, the setting does not provide children with opportunities to develop and use their home language in their play and learning. Children benefit as the setting works effectively to aid transitions into other rooms and onto school. Children visit other rooms with their key person, and school teachers from local schools visit the children in the setting. The fully inclusive setting reflects and values other cultures, religions, races and genders. The staff are well organised and enthusiastic about recent changes, actively taking steps for further improvement. All parents spoken to at the setting praised the setting and feel they receive regular feedback about their child, stating 'my daughter is happy, settled, and more confident' and 'they really helped when my child moved from the baby room into the toddler room and helped them settle'. The key person undertakes regular reviews and encourages parents to contribute to learning journeys aiding successful cohesive partnerships.

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

Children are interested and involved as they actively make choices and decisions from a broad range of new exciting toys and resources. They make successful strides in their learning and development in this strong setting. Babies are settled and secure with familiar routines. They confidently babble and vocalise independently investigating and exploring the environment. They play in the sand, explore treasure baskets and post objects through posting boxes. Children enjoy music as they move and dance to the music. Children enthusiastically work together with their friends and adults as they build a rocket and launch it into space. Staff skilfully extend activities to develop children's counting skills and language. Older children in the pre-school room excitedly make a doctor surgery for their dolls in the new loft area. They competently use clipboards and pens to write prescriptions and organise their play involving staff and their friends. Staff effectively follow children's interests as they watched the Olympic torch pass the nursery. Displays of children's art and photographs promote a sense of pride and positive attitude to events. Children are active independent learners who staff successfully support to develop good self-care skills. Effective planning is in place to meet the needs of each child, promoting suitable challenges. The setting is well organised and skilled staff effectively support children's individual needs.

Children of all ages benefit from frequent opportunities to access fresh air and exercise in the extensive outside area. Children excitedly splash in puddles, although the outside environment continues to be developed. Children benefit from a healthy, nutritious meals and snacks prepared by the dedicated kitchen staff, meeting all dietary requirements and preferences. They freely access water to drink when they are thirsty. Children are aware to follow good hygiene practices as they wash their hands. Babies are aware of familiar routines as they hold out their hands to be wiped before food. Staff mostly follow effective hygiene practices although some staff wipe several children's noses and do not wash their hands to minimise cross infection.

Children demonstrate a thorough awareness of staying safe. They feel safe and secure with an effective key person system in place to support their care and well-being. Children demonstrate high levels of confidence and self-esteem, building strong relationships and attachments with staff and their friends. Staff successfully act as calm, consistent role models. Behaviour is very good and children show a good awareness of responsibility, where even the very youngest of children pass others bowls at snack time, help tidy away toys, share toys and play well together.

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
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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	2
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met