

The West Somerset Nursery Group

King Edward Road, Minehead, Somerset, TA24 5JA

Inspection date	12/09/2012
Previous inspection date	07/10/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Staff have good knowledge and understanding of how to keep children safe and encourage children to be aware of safe practices.
- Children are happy and settled as a welcoming environment is created and positive relationships established with familiar adults.
- The new management team and committee have good understanding of the strengths and weaknesses of the provision and have been proactive in making improvements since the last inspection.

It is not yet good because

- Staff's interactions do not consistently challenge children in their self initiated learning and interests.
- The key person system is not fully established consequently, not all staff are secure in their knowledge of children's starting points and learning priorities.
- Systems for continuous professional development do not consistently consider specific training for individual staff development.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- Inspector discussion with manager and staff
- Observations in setting undertaken
- Reviewed documentation

Inspector

Rachael Williams

Full Report

Information about the setting

West Somerset Nursery registered in 1998. It is run by a voluntary committee. The nursery operates from a single-storey building in Minehead, Somerset. There is a baby room with sleeping and changing facilities and access to its own outside play area. There are two large playrooms for children aged two to eight years of age. One of these is specifically for messy play and a base room for two year olds. There is direct access to the fully enclosed outside area from the pre-school base room. The large hallway doubles as a separate dining area at snack and mealtimes for children over two. There are toilet facilities directly off this area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to provide care for a maximum of 39 children in the early years age group, and to provide

out of school care for a maximum of eight children under eight years of age. There are currently 49 children on roll in the early years age range. The setting is in receipt of funding for the provision of free early education to children aged three and four years old. The nursery is open from 8am to 6pm Monday to Friday all year round. The nursery supports children with special educational needs and/or disabilities.

The manager has a Level 3 early years qualification. She is supported by 9 staff who work directly with the children all of whom, have level 2 or above early years qualifications. A member of staff has achieved her early years professional status. There is also an administrator and cleaner.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- Improve staff's confidence and awareness to provide challenge and extension in children's learning by: providing children with time to ask and answer questions; encouraging children to predict and test their ideas; following children's ideas, leads and interests; ensuring training is identified to meet staff's individual needs.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff support children with special educational needs well in an inclusive environment. Parents are kept well informed and good partnerships with health professionals enable children's individual needs to be successfully met. Staff are knowledgeable of children's starting points and develop individual educational plans to promote learning. In particular, parents feel that there has been good support from the key person to encourage children to become independent in daily routines such as, feeding themselves and potty training. There has been positive support to enable consistency between the nursery and the home environments such as, enabling parents to use a recognised sign language, Somerset Total Communication, at home to support developing communication skills.

Children enjoy a sufficient range of experiences both self initiated and adult led. Although staff ask relevant questions they are too quick at answering them for the children and therefore, children are unable to predict and test their theories. For example, staff tell children that there is toothpaste in the bowl, that it is 'squelchy' and that it smells of mint rather than encouraging the children to explore their vocabulary and to describe the substance using their senses independently. Children show appropriate development in their physical skills. For example, toddlers walk safely on two feet as they transport pasta in containers. They use tools competently to stir as they pretend to eat the pasta. Staff support children as they explore however, do not consistently follow children's interests to

model knew skills. Staff support children to manage their behaviour appropriately and to understand expectations through modelling and praise. When children start to throw sand the key person gently reminds them that if the sand goes in their friends' eyes it will be sore. Staff do not always follow children's ideas. For example, when playing in the sand children show interest in filling different containers. Staff detract from this and sprinkle sand saying that it is snowing and do not challenge children further such as, developing mathematical vocabulary when a child comments that the pan is heavy.

Assessment arrangements are satisfactory. Parents complete 'unique child' forms so that staff are aware of children's starting points. Staff record achievements which highlight children's stage of development so that they are aware of learning priorities through tracking children's progress. There are opportunities for parents to contribute to their children's learning. For example, parents share home achievements such as, naming parts of the body, with the key person which influences future planning.

The contribution of the early years provision to the well-being of children

The nursery is well equipped with a broad range of resources. Staff have carefully considered the positioning of resources to provide children with greater opportunities to be more independent. Children are comfortable in the environment and are aware of routines and movement between rooms such as, to sit together for snack. Staff do not always deploy themselves appropriately. For example, when outside staff organise themselves in different areas where resources are available. However, they remain static and do not move to participate in the activities that children show an interest in. For example, children thoroughly enjoy playing on the tricycles, taking it in turns to peddle or be a passenger. However, staff miss opportunities to challenge these developing skills as they create pathways and negotiate space.

Staff have formed positive and caring relationships with the children so that they are confident to express their feelings and talk about their experiences. They are happy to ask for support when needed. For example, toddlers point and use own sounds to gain staff's attention to help fasten a doll into the pushchair. Children have made secure attachments with staff. However, the key person system is not well established due to recent staff changes. Therefore there is a lack of consistency in staff's knowledge of children's learning priorities to promote their learning sufficiently.

Children relish the opportunity to be a helper and are proud to wear their badges identifying their important role. Children enjoy sociable mealtimes where they sit together and staff support them. Staff listen to children's questions and respond appropriately. For example, a member of staff clearly explains to a child why some children have different cups according to their stage of development. Children talk about the healthy food they are eating and are able to review their choices. Children are aware of their own personal needs and staff support them as they develop their independence in using a potty or the toilet and accessing tissues to wipe their noses. Children learn good hygiene routines. For example, after nappy changing staff remind children to wash their hands. Younger children are cuddled close as they feed and staff are aware of their individual needs

regarding sleep.

There are suitable arrangements to support children as they move between rooms. The key person visits the room with the child to ensure they are happy and settled. Staff share children's achievements and staff introduce parents to the new key person. There are clear arrangements to prepare children for school such as, sharing stories and discussing changes at circle time. Staff work closely with the school and other professionals to support children with recognised needs.

The effectiveness of the leadership and management of the early years provision

The new management team have an accurate understanding of the strengths and weaknesses of the nursery provision. The committee and the management team have worked well together to address key issues arising from the last inspection. Staff have worked closely with the local authority to improve the outcomes for children.

The manager is developing systems to review and monitor the educational programme, including planning and assessment arrangements, and to share good practice. All staff have been involved in making improvements through appropriate self-evaluation systems such as, improvements to the learning environment. Supervisions and appraisals have identified generic training needs, such as food hygiene, and the importance of regular staff meetings to review practice. However, the system for monitoring continuous professional development is limited as it does not identify specific training for staff's individual development. As yet, not all parents are aware that they can contribute to the evaluation process.

Children's safety is of a high priority. Staff have good understanding of the policies and procedures and maintain a safe environment through regular risk assessments. Children are aware of safe practices as staff are consistent in their explanations. For example, a child visiting the toilet facilities is keen to explain the importance of not running inside. All staff have a sound knowledge of safeguarding policies to enable appropriate procedures to be followed should a child protection issues arise. There are clear recruitment and induction arrangements to ensure children are cared for by suitable adults.

Staff have developed strong links with parents who feel well informed about their child's day and achievements through verbal exchanges or through a communication diary for younger children. Positive relationships have been established with professionals, some early years providers and local schools to support children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

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Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	142817
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Local authority	Somerset
Inspection number	760582
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	39
Number of children on roll	49
Name of provider	The West Somerset Nursery Group
Date of previous inspection	07/10/2011
Telephone number	01643 708867

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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