

The Green Umbrella Day Nursery

114a Milton Road, Weston-super-Mare, Avon, BS23 2UW

Inspection date	16/10/2012
Previous inspection date	12/09/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children thoroughly enjoy their time at the nursery and are happy, secure and enthusiastic learners because the knowledgeable staff team establish warm and caring relationships. All children make good progress in relation to their starting points and capabilities.
- Children play and explore, growing rapidly in confidence both indoors and outside. Children in each room engage in a good range of stimulating activities that matches their all round development and which takes account of their interests.
- The key person system very successfully develops strong relationships with parents, sharing information and involving them in the child's learning within the nursery and at home. The nursery successfully establishes partnerships with other professionals and strongly contributes to meeting the individual needs of children.
- Leaders and managers organise the provision well and have a clear understanding of their responsibilities. An enthusiastic and knowledgeable manager successfully drives improvement in the provision for children and an effective programme of professional development is in place.

It is not yet outstanding because

- Staff do not always present resources creatively enough to provide children with excellent opportunities to combine physical activities with other activities when using the outdoor environment. This slightly limits their play, exploration and enjoyment at these times because the available resources are not flexible and open ended.

- Although there is effective monitoring of children's individual learning, a more rigorous system for monitoring the progress of individuals and groups of children is not in place. This does not support the leadership and management to have an excellent overview of the provision in their pursuit of excellence.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- One inspector carried out the inspection and observed activities in each of the rooms and the outside area.
- The inspector took account of the views of parents spoken to on the day.
- The inspector held meetings with the manager, the nominated person, a director and a local authority support worker.
- The inspector looked at children's assessment and planning records.
- The Inspector checked evidence of the suitability and qualifications of practitioners working with children.

Inspector

Timothy Butcher

Full Report

Information about the setting

The Green Umbrella Nursery is a privately run nursery that opened in 2005. It operates from seven rooms in a converted, detached house in Weston-Super-Mare, North Somerset. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. All children share access to large and secure grounds. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 110 children attending who are in the early years age group. The nursery supports children with special educational needs and/ or disabilities and children who learn English as an additional language. The nursery employs 22 members of staff. Of these, 18 members of staff work directly with children. The manager holds a degree in childcare, 14 staff hold appropriate early years qualifications at level 3 and two staff hold level 2 qualifications. The setting receives funding for free early education for children aged two, three and four years.

What the setting needs to do to improve further

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

- develop further the system for monitoring children's progress as a management tool to provide information about the delivery of the Early Years Foundation Stage for particular groups of children
- extend further the use of the rich outdoor learning environment to provide further opportunities for children to make choices and connections in their play, using the flexible and open-ended resources that encourage them to combine resources if they choose.

Inspection judgements

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

Staff promote good settling in procedures for children. The key person gathers clear information from parents about children's starting points, which helps children to settle well and receive good support from the start. Babies settle easily and quickly gain

confidence to explore their surrounding because staff provide lots of positive attention and dialogue. They show they make good physical progress as they crawl, bottom shuffle and pull themselves up to explore. They babble, attempt first words, and smile and giggle as they bring toy items to staff.

Skilled and knowledgeable practitioners have a good understanding of the Early Years Foundation Stage, making accurate observations of what children can do. Planning documentation is very effective and is consistently used throughout the nursery. Children enjoy a broad range of activities and rich experiences that stimulate their play, learning and development. Staff ensure that planning covers each of the required areas of learning and development and strongly promotes children's learning. The staff note children's interests and incorporate these into a planning process that closely matches children's abilities.

Key persons establish warm and supportive relationships with children so that children grow in their personal social and emotional development. There is a good balance of adult-initiated and child-led play. Good teaching techniques support children's progress so that they securely acquire the necessary skills, attitudes and dispositions to take them to their next stage of learning and in readiness for school. For example, a member of staff skilfully encourages children to explore loud and soft sounds in an adult-led activity. They eagerly choose musical instruments, make loud and soft sounds, follow instructions to stop, take turns to lead the group and share the resources. The member of staff manages the differing needs of children well to maintain their concentration, give them time to express themselves and contribute equally. They have great fun developing their listening skills and respond well, for example, as they count the instruments back into the box. Outside they engage their imaginations in the role play area with good quality resources and props. Documentation shows they excitedly go on bug hunts to the grassed area taking magnifying glasses. They bring back natural materials to study further and extend their understanding of the natural world. Staff occasionally miss opportunities to combine children's physical activities with creative and imaginative play in a freely flowing outdoor environment. There is a strong focus solely on children's physical development and this restricts children's full exploration and enjoyment.

Children explore shape and colour and develop their imaginations as they build with magnetic wooden blocks. They develop good hand and eye coordination as they build and confidently talk to staff about what they are doing. The staff member skilfully supports their language and communication skills well, asking open-ended questions and making links with their experiences to extend their learning further. A child explores the magnets that hold the blocks together and uses positional language to describe making a bridge for cars to go under. Older children learn to recognise their names labels at registration time and practice each others names. They confidently talk about the weather outside to a group of children, demonstrating good communication skills.

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

Children of all ages make good progress in their physical development because they thoroughly enjoy taking their play outside into the adjoining areas and garden. They show good control and coordination in large and small movements, in line with their expected development. Children outdoors safely practice their climbing, crawling and jumping skills on a wide range of equipment and with close support. Younger children particularly enjoy the sit-on and peddle equipment happily testing their new skills of steering. Indoors they have great fun holding the parachute with many coloured balls on top. They follow instructions, take turns, and practise their listening skills as well as their physical skills as they do so.

Children demonstrate good security and belonging. They form secure attachments with adults and get on well with their peers. Staff are caring and attentive and know children well. They strongly support children's independence by providing them with good opportunities to make choices in their play. Adults skilfully encourage them to express their views, valuing the choices they make. All staff place importance on the uniqueness of each child. The key person system works well as there is a good exchange of information with parents. As a result staff provide good care and attention to children's individual needs and babies and children form secure emotional attachments. Strong transition arrangements prepare children well for their move between rooms so that they settle quickly upon transfer. They quickly adjust and begin to progress.

Staff support children well to learn about self-care and personal hygiene skills, such as hand washing before snack time. Children are encouraged to become independent and usually cut their own fruit, pour their own drinks and help in the preparations for snack time. Babies show they have their physical, emotional and care needs met well by their interactions with staff. Toddlers when having their nappies changed, remain relaxed, comfortable and cooperative. Children enthusiastically help at tidy up time and routines support children to know what staff expect of them. They respond well to the needs of others and those learning these skills receive good support from knowledgeable staff. Parents report positively on the behavioural management strategies that staff share with them and the good communication between the staff and parents.

Children have a good range of quality resources to choose from that adds breadth and depth to their learning both indoors and outside. The staff plan resources and activities in the learning environment well, which helps to motivate children to learn. They display children's art work, photographs, birth dates and 'nursery family tree' in each room, which clearly promotes children's sense of belonging. A different variety of resources are available for the afternoon session. Secure transition arrangements prepare children well for their move to school.

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

Leaders and the manager hold a clear understanding of the responsibilities in meeting the welfare, safeguarding, and learning and development requirements of the Early Years Foundation Stage. Clear safeguarding procedures, staff training and secure staff induction

procedures enable all staff to have a strong awareness of how to help safeguard children if they have a concern. Staff implement policies, procedures, and other documentation successfully to promote children's welfare, for example, as they follow the required procedures for any accidents to children. The provider promotes effective staffing ratios to meet the children's needs. Risk assessments successfully minimise potential risks to children so that they are cared for in a safe and secure environment. The well-qualified and skilled staff team meet the individual needs of children closely. They work well together to implement the precise, good quality system of observational assessments. This leads to the good planning of activities that closely match the needs and abilities of children. The manager monitors the educational programmes through the review of planning documentation. However, systems are not fully rigorous in monitoring the progress of individuals and groups of children to identify gaps in their progress.

Staff demonstrate a clear commitment to working in partnership with parents, other childcare practitioners and external agencies involved in providing support for children and their families. All parents spoken with at inspection report very positively about the nursery. Effective communication through the key person system, displays in rooms and review meetings enables good information sharing about children's progress. Parents are regularly encouraged to be involved in children's learning and contribute comments in the learning profile and through 'wow' statements. Information books go home for sharing with parents and other childcare professionals to enable good continuity of care and learning. Key persons work closely with parents, and other professionals involved in the individual care plans for children. As a result children receive good support.

The manager is knowledgeable and enthusiastic and leads the staff team to engage in good reflective practice. They self-evaluate, using a number of processes, such as a quality improvement framework and staff appraisal and supervision. As a result, all staff have a good understanding of the priorities for improvement. The nursery has made rapid progress since the last inspection, having sought support from the local authority. There is a clear commitment to the ongoing training of staff. Consequently, the whole staff team are continuously driving improvement to the benefit of children. As a result children receive strong support and are making good progress, given their capabilities and from their starting points when first joining the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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.

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	EY301877
Local authority	North Somerset
Inspection number	887065
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	49

Number of children on roll	110
Name of provider	The Green Umbrella Day Nursery Limited
Date of previous inspection	12/09/2008
Telephone number	01934633021

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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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