

South Wonston Day Nursery

Groves Close, South Wonston, Winchester, Hampshire, SO21 3EP

Inspection date	14/11/2012
Previous inspection date	13/04/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The quality of planning for all children is excellent; each child receives an exceedingly enjoyable, challenging experience across all areas of learning.
- Children's confidence and self esteem are fostered excellently through the support and encouragement given during free play and adult directed activities.
- Children relish their time at nursery and are very happy and relaxed. They are able to thoroughly enjoy a wide range of exciting activities which stimulate and motivate them.
- Children feel extremely safe, secure and happy in the nursery and arrangements for safeguarding the children are robust.
- Children benefit hugely from the highly successful partnership between the staff and parents, ensuring key information is shared between them.
- Children flourish at the nursery; they thoroughly enjoy their learning and achieve extremely well in relation to their starting points.
- The environment provides children with excellent opportunities to choose their play materials and follow their individual learning styles.

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

- The inspector discussed the format of the inspection on arrival.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector observed activities in the indoor and the outdoor learning environment
- The inspector took account of the views of parents spoken to on the day.

Inspector

Alison Large

Full Report

Information about the setting

South Wonston Day Nursery is a well established privately owned nursery which registered with the present owner in 2002. It operates from a single storey building in the rural village of South Wonston, in Hampshire. The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The nursery is open each weekday from 8am until 6pm for 50 weeks a year. All children have access to a secure enclosed outdoor play area. There are currently 50 children in the early years age

group on roll, and the setting is in receipt of funding for free early education for two, three and four year olds. Children come from the surrounding area. The nursery is able to support children with special educational needs/and or disabilities, and also children who speak English as an additional language. The nursery employs six full-time staff. All are qualified to at least level 3 and one member of staff has attained Early Years Professional Status.

What the setting needs to do to improve further

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

- incorporate more technology resources that children recognise into their play, including equipment involving information communication and technology, to further enhance practice.

Inspection judgements

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

Children flourish at the nursery, they thoroughly enjoy their learning and achieve extremely well in relation to their starting points. The environment provides children with excellent opportunities to choose their play materials and follow their individual learning styles. The quality of planning for all children is excellent; each child receives an extremely enjoyable, challenging experience across all areas of learning. Excellent systems for assessment and planning are in place to ensure activities and learning experiences fully support children's interests and the next steps in their learning. Staff ensure the monitoring of children's progress towards all the early learning goals is very effective.

Children's independence is promoted very well, they are developing skills such as putting on their own coats and shoes and pouring their own drinks and helping to tidy up. All children enjoy many opportunities to choose, participate and become independent in their play. The staff team promote children's development through an excellent balance of child-led play, adult led activities and interesting resources.

One of the great strengths of the nursery is the use of the outdoors. The outside play area has a range of exciting resources to stimulate the children's interests and provide lots of opportunities for learning and enjoyment. The children particularly enjoy digging and looking for worms, and also putting on their safety helmets and riding the bikes, trikes and scooters. They are supported well by staff and are able to climb and practise a range of movements in safety. Children thoroughly enjoy role play and using their imaginations.

They also take pleasure in playing in the messy play area with a combination of sand and water play. They have great fun mixing and measuring and using their imaginations, discussing what they were making.

The setting has yet to implement the two year old progress check, but all documentation is in place and staff have an excellent understanding of how to implement this. Parents are kept very well informed about the life of the nursery via the notice boards, parent meetings and through daily chats to staff. They state they have seen their children make outstanding progress whilst at the setting.

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

Children are developing warm relationships with each other and staff. Children's confidence and self esteem are fostered excellently through the support and encouragement given during free play and adult directed activities. An excellent key person system is in place which enables all children to be ready for the next stages in their learning. Children develop strong emotional bonds and trusting relationships with their key worker and this superb relationship helps children develop self esteem and confidence. The nursery is organised to provide a stimulating learning environment, with access to well resourced areas that children can explore freely.

Children are learning the importance of thorough hygiene routines, as staff remind them to wash their hands before eating and after using the toilet. Excellent systems are in place to inform staff of any health or dietary issues the children may have and thorough records are kept of accidents and medication administered. The nursery provides an excellent variety of healthy and nutritious meals and snacks which are cooked on the premises. Children benefit hugely from the carefully balanced menu offered.

Children are secure and safe in the nursery and feel a sense of belonging, fostered by consistent care from staff and excellent resources. The nursery has very effective systems in place for behaviour management. Children's behaviour is exceptional and all are learning to share and take turns. They are developing positive relationships with each other and interact very well together. Children know what is expected of them and are confident to make choices and decisions. Their learning and growing understanding of the world around them, prepares them superbly for future life.

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

Parents and children are welcomed into a warm and friendly setting by staff who meet children's welfare and learning needs with great success. The owner and her staff team have high aspirations for quality, which is evident through ongoing improvement, in consultation with staff, parents and children. One of the nursery's strengths is how well the staff team work together. They have regular staff meetings to ensure that information is shared and that all are included in the decision making, which enhances their practice

and has a positive impact on the children.

Children feel extremely safe, secure and happy in the nursery and arrangements for safeguarding the children are robust. Staff undertake training in child protection and have a thorough understanding of safeguarding procedures. Clear procedures are in place for recruitment and vetting of new staff, which ensures all adults working with children are suitable to do so. All staff take responsibility and use vigilance and risk assessments to ensure children's health and safety inside and outside the nursery.

Systems are in place for self evaluation of the nursery to reflect the excellent practice and prioritise any areas for improvement. Children are provided with an inclusive environment and learn about valuing each others differences and the setting promotes equality and diversity very well.

Partnerships with other settings the children attend are excellent. Staff liaise extremely well with the local school for the children who attend the breakfast and after school club, and also for the children due to start school to help ensure a smooth transition for each child. Children with special educational needs and those who have English as an additional language are very well supported. Excellent systems for monitoring and evaluating the settings practice are in place to enable continuous improvement. Parents express enormous confidence in the standard of care their child receives and the excellent communication and information sharing. They are kept informed of the variety of activities their children experience and the outstanding progress they are making.

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.

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	EY243114
Local authority	Hampshire
Inspection number	887391
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	50
Name of provider	South Wonston Nursery School Ltd
Date of previous inspection	13/04/2010
Telephone number	01962 881180

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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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Piccadilly Gate
Store St
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M1 2WD

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