

Woking Day Nursery

C/o David Lloyd Leisure Club, Westfield Avenue, Woking, Surrey, GU22 9PF

Inspection date	10/12/2012
Previous inspection date	26/01/2009

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 are settled and happy. They make good progress in their learning as they follow their own interests and are supported by staff who build secure relationships with them and put a lot of effort into the presentation of children's base rooms.
- Staff implement some interesting ideas such as the use of 'talking and thinking' books and 'family boxes' to support children's learning and develop links between nursery and home.
- All children benefit from lots of sensory experiences; they explore a broad range of materials and different textures.
- Leadership and management are strong and there is a clear motivation to develop the nursery and improve outcomes for children.
- Parents are well informed about the nursery and their child's learning. They are encouraged to be involved in this.

It is not yet outstanding because

- The outdoor learning environment does not maximise learning experiences for all children.
- While staff encourage younger children to develop their independence and self-help skills, the tools they provide to assist with this, are not always appropriate, which means that tasks are difficult for children to achieve.

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 observed children's play and staff interaction in the inside and outside learning environment.
- The inspector had discussions with the nursery manager, area manager, practitioners and spoke with children.
The inspector examined documentation including sampling of children's records, staff suitability records, policies and procedures and other records relating to the day-care provision.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Debbie Newbury

Full Report

Information about the setting

Woking Day Nursery registered in 2004. It is run by the Asquith Day Nurseries chain and operates from five rooms within the David Lloyd Health and Fitness Centre in Woking in Surrey. The nursery is close to the town centre and public transport links. All children

share access to an enclosed outside area and have use of a sports court, studio and soft play area within the Health and Fitness Centre. It opens from 7.30am to 6.30pm Monday to Friday for 51 weeks of the year.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children attend from the age of three months up to five years of age. There are currently 91 children on roll aged from eight months to four years. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. It welcomes children with special educational needs and/or disabilities and children who speak or hear English as an additional language.

The nursery employs 44 staff. Of these, 21 members of staff hold appropriate early years qualifications to at least National Vocational Qualification Level 3. Two members of the staff team hold degrees in Early Childhood Studies and two members of staff are currently studying for an early years qualification.

The nursery receives support from advisors from the Early Years and Childcare Service and other professionals.

What the setting needs to do to improve further

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

- maximise learning experiences for all children by providing interesting activities and resources outside
- investigate ways of building on the developing independence skills of young children through the provision of appropriate tools to assist them with this.

Inspection judgements

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

Overall, the nursery meets the needs of the range of children who attend well. Children are making good progress in their learning and development with the support of staff and through an exploration of a range of activities, resources and experiences. Each child is supported by a key person whose primary responsibility is to build a secure relationship with them and their parents and to support children's learning. Information is gathered about children's starting points, which help staff find out about their interests and enables them to begin to plan to meet their individual needs. Each child has an 'incredible learning

journal' which their key person uses to track their achievements, identify the next steps in their learning and plan for how these will be achieved. Journals are comprehensive and are building into a clear record of children's progress. Parents are invited to view these whenever they wish and to complete home observation sheets. These are then used to help inform planning. Key persons produce a summary of children's progress every twelve weeks which they share with parents. This ongoing exchange of information means that parents and staff work together closely to support children and meet their learning needs. Other measures, such as the 'family boxes' containing photographs of the special people in their children's lives, which parents are asked to provide, encourage a further link between the nursery and home. Staff interact positively with children, they talk and play with them and acknowledge the sounds and gestures of younger children. They introduce vocabulary and ask questions that encourage older children to think. Children in the baby unit have a weekly 'sing and sign' session and staff incorporate signing as part of their communication with these young children.

Children display confidence in their surroundings and as they make choices from the play materials that arouse their interest or curiosity. For instance, babies enjoy exploring the wooden contents of treasure baskets and go crawling after a rolling ball. They develop their physical skills as they investigate how to climb up the steps on a small piece of climbing apparatus and then use the slide to get down, under the close supervision of staff. Cardboard boxes to climb in and out of are especially popular. Young children make sand castles with the support and encouragement of a member of staff. She demonstrates what to do and encourages them to copy her, whilst offering a running commentary about the task in hand. They find the activity fun and remain involved. Staff support children as they explore the bricks and investigate how to fit these together. Young children listen to stories with enjoyment. These are made interactive as they are encouraged to identify the noises different animals make.

Children develop their personal, social and emotional skills as they play alongside their friends and have regular opportunities to mix with other children from different base rooms.

Older children are encouraged to be as independent as possible. For instance, they pour their own drinks and serve their food. This arrangement is extended to include the toddlers and nursery children. However, some of the tools they are provided with are too unwieldy to make these tasks easily achievable. For instance, jugs and serving spoons are too large.

Sensory play and the provision of different materials is a strong feature of children's tactile experiences throughout the nursery. Babies explore trays of flour and dried spaghetti and silver paper, which rustle when they move them around. Pre-school children 'drive' their cars through the flour 'snow' to make marks.

The 'talking and thinking' books that pre-school children and their key carer complete are a delight. These collaborative offerings reflect a wide range of topics that have arisen as a result of discussions about something that interests children, such as visits to the dentist, growing up, different books and forthcoming special celebrations. The key person scribes children's initial thoughts on a topic and they then develop it further. This may entail doing research using the interactive SMART board, producing artwork or mark-making. As a result, children increase their knowledge, they learn from one another, work together and

they are encouraged to think. Older children confidently use numbers in conversation. For instance, they chat about how old they are now and how old they will be on their next birthday. Activities using rulers to do measuring encourages them to identify written numerals. Children remain busily occupied drawing pictures relating to a character in a story book. They explain what they have drawn and chat confidently about what the character looks like, referring to its 'terrible claws, terrible teeth and purple spines.' Children then proceed to re-tell the story in their own words and look in the book to find pictures that correspond to what they describe.

Children learn about the world in which they live as they see positive images of diversity displayed and take part in different festivals and special events that are relevant to the children who attend the nursery. A number of children speak or hear languages other than English at home and staff ask parents for key words in their home language. They display these throughout the nursery. Parents also bring in dual language books. These measures help value and support children and families whose home language is not English but also offer opportunities for other children to find out about similarities and differences. Pre-school children have a weekly Spanish lesson and they spontaneously sing in Spanish. All children have the opportunity to explore and learn about technology using appropriate resources. Younger children explore simple cause and effect toys whilst the pre-school children use an interactive SMART board and computer. Children have some opportunity to explore their local community as staff take them off site as and when ratios permit.

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

Children are accommodated in a clean, comfortable environment that is secure and well maintained. Staff put a lot of effort into the presentation of their base rooms, resulting in interesting, attractive and child-friendly surroundings. For instance, there are covered den areas in most of the rooms, which are beautifully presented. These incorporate many contributions from children, such as the decorated stockings in the nursery room's 'winter wonderland.' Babies can relax on the comfy cushions in the den in their room and look at themselves in a mirror. Children gain a sense of belonging as they see many examples of their artwork displayed. Staff make a point of positioning the creations done by younger children at low level so they too can enjoy seeing them. Children explore an interesting range of good quality resources in their rooms which cater for all areas of learning. Play materials are arranged to be easily accessible; this encourages children to help themselves and follow their own interests. All children share access to the enclosed garden. Some attention is given to the presentation of this and management has identified it as an area for further development. However, it currently lacks the same appeal and potential of the indoor environment. There are interest boxes which can be taken outside but this does not always happen and staff do not always maximise children's learning experiences when they are outside, for example by suggesting that they fetch resources from inside. In addition to playing outside in the garden, children also have access to an enclosed tennis court, which provides a much larger space for physical activity. Staff utilise club facilities such as the sports hall, dance studio and soft play. As well as providing a change of scenery, these areas enable children to be energetic. Extra curricular swimming and tennis lessons are offered to pre-school children. These sessions take place at the health club

and are led by coaches but children are accompanied by nursery staff.

Children enjoy healthy, nutritious meals and snacks and can access drinks. They are supported in following good personal hygiene routines, such as washing their hands at appropriate times. Staff include young children in this, which starts to develop healthy habits. Overall, staff follow good hygiene practices although they are not always prompt in wiping children's runny noses. Children learn how to keep themselves and others safe with the support of staff. They talk to them about safe actions and behaviours, such as not throwing sand or toys. Staff draw their attention to the fact that they might accidentally hurt another child when they grab them in their excitement.

Children are settled and secure and they enjoy trusting relationships with staff. They, in turn, are very caring towards children and treat them with respect and affection. This results in the warm, happy atmosphere that is clearly evident at this nursery and means that children's emotional well-being is well fostered. Babies are held whilst they have a bottle and all children enjoy the closeness of cuddles. Most children behave well, with those who are learning acceptable ways to behave and the need to respect others, receiving sensitive, gentle support. Staff intervene promptly when necessary to explain to children about turn-taking and sharing. They encourage older children to consider how others might feel about their actions. Praise and encouragement, in word and gesture, promotes children's developing self-esteem and confidence effectively.

Children's transitions between rooms within the nursery are managed effectively. Staff liaise with parents so they are included in the decision-making process as to when this occurs. Children visit the room they will be moving to on a number of occasions in the company of their existing key person. Their new key person will then complete transition reports to monitor how well children settle; these are shared with parents which enables them to contribute their perspective. All of these arrangements combine to create a systematic and efficient approach to supporting individual children and making sure their needs are met.

The nursery recognises the value of meeting up with staff from other early years settings that children attend and the importance of assisting children's transitions to school. There are some systems in place to bring this about. Management has identified the need to strengthen these links still further to promote an exchange of information and greater consistency. This is included in the nursery's current action plan.

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

The nursery meets all the requirements of the Early Years Foundation Stage. Strong and effective leadership and management oversee and monitor day-to-day practice. This is achieved with the support of the company. Ongoing self-evaluation and reflection, which takes account of the views of staff, parents and children, form part of this process. This leads to a clear awareness of the strengths of the nursery and the identification of areas for development. Action plans are devised to address these issues. Recommendations made at the last inspection have been addressed successfully. Staff have to complete a

range of training courses that the company regards as mandatory and they are encouraged to continue to increase their knowledge through ongoing training. These not only help to assure personal professional development, but also enhance the nursery provision and lead to better outcomes for children. For instance, the nursery is implementing the Every Child a Talker (ECAT) strategy and are undertaking peer observations. One member of staff is currently completing Forest School training. Staff work together well and the nursery manager speaks positively about the team and their passion for children. All required documentation and other records relating to children and the safe organisation and management of the nursery are in place. Everything is stored securely and has regard for confidentiality.

Both management and individual staff members have a secure understanding of their responsibility to safeguard children. They undertake relevant training and are fully aware of the action they must take in the event of any concerns about a child's welfare. Stringent systems for the recruitment, vetting and continued suitability of new and existing staff are undertaken. These measures help to promote the safety of children.

Parents have a good relationship with staff. They are greeted warmly on arrival and staff spend time talking to them, which means that both parties are able to exchange information about the children. Communication books are also completed in respect of the younger children. Parents spoken to during the course of the inspection are positive about the nursery and the staff caring for their children. They are aware of whom their child's key person is and they feel consulted about and included in their child's learning. Parents attend open days and other social events. One parent expressed the view that the 'continuity of staff is brilliant' whilst another commented 'they are really good with what they do - my child absolutely loves it.' The company's website offers a wealth of information about Asquith's childcare provision. From this, parents are also able to access details that are specific to Woking Day Nursery. Other information is available on site.

There are currently no children on roll who need support from other agencies or professionals. The nursery does, however, have previous experience of partnership working in these instances. The importance of doing this is appreciated.

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	EY286042
Local authority	Surrey
Inspection number	890239
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 0

Total number of places	79
Number of children on roll	91
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	26/01/2009
Telephone number	01483 712910

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

