

# Stables Day Care Nursery

20 Wemsbrook Road, Wem, SHREWSBURY, SY4 5AH

<b>Inspection date</b>	04/12/2012
Previous inspection date	27/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 happy, motivated and eager to learn. They display high levels of imagination and curiosity throughout their day.
- Practitioners support children to choose activities, allowing them to make decisions on what they want to do and how they will do it.
- Strong relationships are in place with parents, this ensures that they are able to be fully involved in their child's learning.

### It is not yet outstanding because

- Information received on children's starting points is not used consistently to plan for their individual needs.

## 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 activities in all rooms and outdoor area.
- The inspector spoke to the manager and owner.
- The inspector looked at children's assessment records, planning and documentation.
- The inspector checked evidence of suitability, qualifications of practitioners working with the children, and the provider's self-evaluation.

## Inspector

Lesley Bott

## Full Report

### Information about the setting

Stables Day Nursery registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from five rooms in converted barn buildings in the town of Wem, North Shropshire. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 and above, including one with Early Years Professional

Status. The nursery opens Monday to Friday all-year-round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 51 children attending who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

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

- extend the use of information on children's starting points to enable staff to plan experiences to meet children's individual needs.

### **Inspection judgements**

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

Practitioners have a good understanding of the revised Early Years Foundation Stage framework, and transfer this knowledge into how to engage children's interest through play. As a result, all children have an enthusiastic approach to learning. Planning across the seven areas of learning ensures that all aspects are sufficiently included. Planning is based around children's interests and identifies any gaps in learning. However, information gained from parents when a child first starts in the setting is not always used effectively to meet the individual needs.

All children benefit from opportunities to play outside on a daily basis. They enjoy the outdoors, as they use the giant blocks to build towers and use the 'hoola-hoops' with enthusiasm. Pre-school children excitedly talk about their weekly visits to 'forest school' where they develop an understanding of the natural environment, and gain opportunities to experience different textures.

Children are able to choose where they play and with which resources as they are skilfully supported by practitioners. When playing in the home corner children prepare a 'potion' for the green spider, using the saucepans and wooden spoons to stir it all up. Older children are encouraged to be independent and are challenged to put on their own coats and hats when going outside and pour their own drinks at snack time.

Babies develop their language skills effectively as practitioners repeat words back to them when they begin to talk. The younger children get excited when they recognise a tune from the Christmas disc, and join in with staff as they sing along. Speech is supported consistently as staff use Makaton signs at circle times and during daily activities, in

addition basic signs and images are displayed throughout the nursery. Children are well-prepared for the next steps in their learning as practitioners help develop their independence for transition to school. Regular newsletters and fundraising events through the year, keep parents included as they are able to support their child's learning and development.

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

The successful implementation of the key person system ensures that all children are able to form secure and emotional attachments and bonds. As a result, all children show a strong sense of belonging within the nursery. They display high levels of confidence and self-esteem as they demonstrate an awareness of responsibility. For example, children relish in daily routines, such as tidy up time, knowing where equipment is stored and preparing for snack as they wash their hands and sit at the table. Practitioners are good role models, providing clear guidance of acceptable behaviour to the children at all times. Staff talk to the children about using their manners during lunch time as they are reminded about 'please' and 'thank you'. Good positive reinforcement from staff helps to raise younger children's self-esteem. For example, clapping hands when babies achieve a goal, saying 'good boy' and 'well done'. Weekly swimming sessions, yoga and dance allow the older children opportunity to experiment with different ways of moving. Practitioners talk to children about the impact exercise has on their bodies and the positive contribution it can make to their health and physical development.

Parents are asked to complete an 'All about me' booklet to help inform practitioners of their routines. Settling-in sessions are offered to parents to ensure their children are happy and emotionally secure. Babies are able to explore their surroundings effectively as resources are relevant to their age and stage of development. Low-level storage around the room, including treasure baskets, shape sorters and musical instruments allows them to follow their own interests. Transitions between rooms in the setting are well-supported. Parents are invited to attend a meeting when their child is due to move into the next room within the nursery in order for them to be fully involved in their child's learning.

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

All children are safeguarded as practitioners have a secure knowledge and understanding of safeguarding issues and the procedures to follow if they have a concern about a child. Well-written safeguarding policies are in place and parents sign that they have read and understood the policies during their child's induction. Safeguarding is regularly revisited at staff meetings to ensure that it is well-embedded and understood by staff to ensure consistency.

Recommendations raised at the previous inspection have been addressed and implemented to raise standards. The setting's self-evaluation and staff meetings are used as a way to monitor strengths and weaknesses of the provision to enhance and improve the overall performance. Robust recruitment systems ensure that staff are fully vetted before starting and references taken up. Effective systems are in place as senior staff

monitor and support professional development for all staff. As a result, this has an impact on improving practice.

Rigorous systems are in place to observe, assess and monitor each child's progress which in turn is monitored by senior staff members. Effective planning ensures that staff have an accurate understanding of all children's skills, abilities and progress. This information is linked to the development bands. Systems are in place to ensure that children with identified needs have appropriate intervention to ensure gaps are closing.

Parents and carers can view and discuss their children's profile records with their key person at any time. In addition, planned parent evenings are also in place throughout the year. Regular newsletters help keep parents informed of events, staff development and training together with achievements of children. The nursery has effective links with local schools as staff are continually developing their relationship with the two local primary schools in order to prepare children for their transition between school and nursery.

### 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

<b>Unique reference number</b>	EY358764
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	893656
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	45
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Rebecca Ahmad
<b>Date of previous inspection</b>	27/05/2009
<b>Telephone number</b>	01939 232723

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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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