

# Abbotswood Pre School and Day Nursery

Cupernham Lane, Romsey, Hampshire, SO51 7LF

## Inspection date

Previous inspection date

09/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- A robust key person system enables staff to form secure attachments with the children.
- Children very much enjoy and benefit from the varied and interesting outdoor environment.
- Children are very independent when feeding themselves, washing their hands and making choices.
- Children are supported very well as they make the transition between rooms within the nursery. Staff ensure that during this process, each child's routine needs continue to be met well.

### It is not yet outstanding because

- The recording of children's next steps is not yet consistent.
- Staff do not always promote good health awareness, by talking to children about how to limit the spread of infection.

## 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

- The inspector observed activities in all rooms at the setting and in the outside garden area.
- The inspector observed children's play and staff interaction, indoors and outside.  
The inspector spoke to the manager and owner at appropriate times throughout the observations, talked with some staff from each room and held discussions with the deputy manager.
- The inspector looked at children's learning journals, planning documentation, the self-evaluation form and a selection of policies and children's records, development plans and staff suitability records.
- The inspector also took account of the views of three parents spoken to on the day.

## Inspector

Alison Kaplonek

## Full Report

### Information about the setting

Abbotswood Day Nursery registered in 2012. It is a privately owned nursery that operates from a large house on the outskirts of Romsey in Hampshire. The nursery serves the local and surrounding areas. Children access the large secure grounds in which there are

various, outdoor play areas. The nursery keeps chickens and has a guinea pig. The manager brings her two dogs to the nursery. The nursery opens from 7.30am until 6pm, Monday to Friday for 51 weeks a year. The nursery does not open on bank holidays. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 91 children on roll, all of whom are in the early years age group. The setting receives funding for free early education for three and four year olds and also any eligible two year olds. The setting currently supports children with learning difficulties and/or disabilities and who speak English as an additional language. There are 16 staff who work with the children including the manager. The manager and one of her two deputies hold a relevant Foundation Degree. Twelve other staff hold relevant qualifications at level 3. In addition the nursery employs a cook and a gardener. The nursery has achieved a recognised accreditation through the National Day Nursery Association.

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

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

- improve the monitoring of educational programmes to fully reflect the aptitudes and interests of all the children and share next steps for children with all staff.
- promote better health awareness by talking to children about the importance of good hygiene to prevent the spread of infection. For example the storage of such items as toothbrushes.

### **Inspection judgements**

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

Children make good progress in most areas of their learning and development as a result of the delivery of effective educational programmes. Caring and enthusiastic staff use good teaching techniques and deploy themselves well. They provide an interesting and busy environment which enables children to initiate much of their own learning. All children enter the setting happily and many are reluctant to go home. They clearly enjoy learning through play as they move confidently between activities, making choices and interacting with their friends. Children are able to develop a good range of physical skills, think critically and explore during these activities. They benefit from good support and encouragement from some well qualified and experienced staff.

Children develop good communication skills as they talk about how to roll the cars down

the drain-pipe or read stories together outside in the tent. Babies enjoy making the sounds of the animals as they look at books and point at the pictures. Children know to take care of books and that toys must be packed away at certain times during the day. Children count well and recognise numbers as they play number games and complete puzzles. They talk about length and size as they play with the dried pasta or build with the wooden blocks. Staff talk to children clearly and extend their vocabulary as they introduce new words such as 'crunchy, or 'sticky'. Babies listen as staff talk about how the paint feels or the changes in the colours as they squeeze the brushes or move the paint around the table. Babies and older children delight in using the outdoor areas, which extend their physical skills well, such as climbing or ball control. Older children benefit from open-door access to the varied and interesting outdoor environment. They initiate much of their own learning as they take books, or musical instruments outside. They bang their drums and shout out "we're a marching band" as they march up and down the garden. Staff support this learning well as they join in or make suggestions as to how to extend activities.

Management and staff are in the process of implementing a new assessment and planning system. Staff make accurate assessments of children's learning. They look at children's starting points when they enter the setting and involve parents in this process. They make observations of each child and use this information alongside photographs and examples of children's work to build up a picture of each child's abilities and identify any areas for development. This feeds into the progress check for two year olds and the planning of children's next steps. Children with any particular welfare or learning needs are well supported during this process. However, management has not yet effectively monitored the implementation of the new system. As a consequence, not all staff are aware of the next step for individual children. Therefore, they cannot be sure that all children are sufficiently challenged to make the best possible progress.

Parents can come into the setting and talk to their child's key person or the managers at any time. They are provided with information about their child's progress in all areas of learning and can see examples of their children's work in the learning journals. Parents are encouraged to contribute to the children's learning journals and many write additional information about their children's learning at home. This informs staff about children's achievements which they may not have the opportunity to observe whilst children are at the setting.

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

Children are happy, settled and enjoy their time at the setting. A robust key person system ensures that staff know the children well and enables secure attachments to be formed. Care practices are mostly good and children are developing a strong sense of independence. They confidently help themselves to equipment and interact well with staff, asking for help or support if required. Children enjoy tucking into the healthy, cooked lunch provided. Many of the babies are able to feed themselves and those who need help are well supported by staff who sit with them. The older children choose their own plates and cutlery and then serve themselves. They know to sit quietly while eating and enjoy the interaction with their friends as they all eat together. Children are encouraged to be

independent at all times and confidently wash their hands, learn to put on their boots and coats and use the tissues provided to wipe their noses. However, staff do not always show children how to limit the spread of infection, for instance when they return their tooth brushes to the box provided after lunch.

Children behave well and many play cooperatively with their friends and staff, talking about what they are doing or making rules for their imaginative games. They understand the rules of the setting and are learning that they must be kind to each other and take turns with equipment. Staff quickly intervene if there are any issues around sharing and support the children to resolve situations amicably. Older children confidently play alongside their friends and often negotiate taking turns themselves. Staff use effective strategies such as praising good behaviour to encourage children to behave well and to be helpful.

Staff prepare children very well for the transition process which occurs as they progress through the setting. Each baby or young child's individual needs are assessed and the transition process adapted accordingly. Staff ensure that during this process, each child's routine needs continue to be met well which enables children to remain settled and happy at all times.

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

A wide range of effective policies and procedures and accurate completion of records ensures children's needs are well met and that they are fully safeguarded. The named members of staff for safeguarding are well qualified and understand their local safeguarding procedures. Management ensure that staff have regular safeguarding and first aid training. They understand their responsibilities to provide safe play environments for children, which they do.

The staff and the management team work well together to ensure that the setting is organised efficiently and operates smoothly on a day-to-day basis. They have a good understanding of their responsibilities in meeting the welfare, safeguarding and learning and development requirements and ensuring staff suitability.

Effective systems are in place to ensure that all staff are suitably qualified and appropriately vetted. Good attention to staff development results from the implementation of induction and appraisal systems and an expectation that staff and managers gain additional qualifications. The manager and her deputy provide a positive model for professional development by studying for a degree. Staff deployment is good and provides children with a safe, secure environment and good adult support.

Staff organise the environment well to ensure that it is interesting and welcoming for children and meets their learning needs. Children very much enjoy the varied and interesting outdoor environment and much learning takes place outside in all weathers. Management monitor the educational programme well, although some aspects of the new

planning and assessment system have yet to be effectively established.

Good self-evaluation is carried out and the setting is able to successfully identify some strengths and areas for development. Management and staff work closely with their local authority to monitor and improve practice and have also gained a quality assurance award through the National Day Nursery Association this year.

Parents feedback that they are pleased with the level of care and learning given to their children. On the whole they find staff and management approachable and friendly and feel that they are kept well informed. The staff organise visits from teachers from local schools to help support the transition of older children who are moving on to school.

### 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
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

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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>	EY448922
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	805328
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	54
<b>Number of children on roll</b>	91
<b>Name of provider</b>	Abbotswood Day Nursery Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01794 523686

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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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