

Ann's Wombles Nursery

10 Padnell Road, Waterlooville, Hampshire, PO8 8DZ

Inspection date	06/03/2013
Previous inspection date	16/04/2010

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		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

- All children are very happy and settled because staff provide a welcoming and nurturing environment.
- Children enjoy a broad range of activities and experiences that actively promote their all-round learning and development.
- The nursery safeguarding procedures are robust and rigorous, promoting the welfare of all children who attend.
- All children benefit from the positive relationships between the staff and their parents, which ensures information is regularly shared.
- The nursery staff have well established links with a wide range of other agencies effectively support children with special educational needs and/or disabilities.

It is not yet outstanding because

- Older children do not have access to a range of challenging programmable toys and resources to further promote their interest in technology.
- Staff do not always regularly review or update the children's individual next steps to ensure they continue to make good progress in their learning.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 the playroom and the outside play area at the front of the building.
- The inspector had discussions with the nursery manager, staff and the children at appropriate times throughout the inspection.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments and policies and procedures.

Inspector

Lisa Cupples

Full Report

Information about the setting

Ann's Wombles Nursery opened in 1977. The nursery operates from rooms on the ground floor of the provider's home in Complain, Hampshire. The nursery opens each weekday from 7am to 6pm, except for bank holidays. All children share access to the enclosed outdoor play areas. The group also offer provision for school aged children before and after school. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 33 children in the early years age group and five older children on roll. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities. The owner and five members of staff work directly with the children. Of these, four staff hold relevant childcare qualifications and one member of staff is currently working towards a qualification.

What the setting needs to do to improve further

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

- ensure older children have access to more challenging programmable toys and resources to further develop their interest in technology
- review children's progress more frequently to check that the aims for their learning continue to provide sufficient challenge to sustain good progress.

Inspection judgements

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

All staff have a good understanding of the Early Years Foundation Stage framework and implement it effectively to promote the children's learning. Staff spend time observing what the children can do and use the information well to identify the children's next individual learning steps. Staff then use the information to plan a broad range of activities and experiences to interest the children who attend. The quality of practice is consistent overall, and as a result, all children are making good progress in relation to their starting points. However, occasionally staff forget to review or update some of the children's next steps frequently to ensure their good progress is maintained. Staff respond well to the children, actively listening to them and participating in their activities and conversations. Staff make the most of incidental learning opportunities to extend the children's learning by asking open-ended questions and encouraging the children to become active learners

and critical thinkers. For example, when children make models with the play dough, the staff encourage the children to think about what they are trying to achieve and talk through the best options and ways of reaching their own goals.

Overall, children enjoy a well-resourced play and learning environment, which promotes their independence and decision making skills successfully. Children choose activities throughout the day and freely use the wide variety of resources that are clearly labelled and stored at a low-level. Younger children use programmable toys and resources with ease. However, older children do not have access to a more challenging range of programmable toys and resources to extend their interest in technology. All children are developing a good understanding of the wider world as they explore natural resources, plant and grow vegetables in the garden and celebrate a range of cultural festivals. All children use multicultural resources during their everyday activities as they begin to recognise similarities and differences in the world around them. Children count at every opportunity and older children sort objects into groups, recognising mathematical terms such as those associated with quantity, position and size. Staff actively encourage children to count during activities and they recognise numerals around the setting. Children are able to express themselves creatively during art and craft activities and use their imaginations well using small world resources. They invent characters and storylines as they play. Children enjoy listening to stories, and staff bring the characters to life, using different voices to hold the children's interest. Staff are skilled at extending the children's interests in particular stories and develop activities to promote their learning and involve the parents. For example, parents make binoculars at home with their children and bring them into the setting for an activity. Children have many opportunities to make marks using a range of resources as they develop their emergent writing skills. Consequently, all children are gaining the skills and attitudes they need to be ready for school or their next stage of learning.

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

All children are very happy and settled during their time at the nursery. Staff get to know the children and their families well, providing a welcoming and nurturing play and learning environment. As a result, children form very positive relationships with the staff and their peers. Staff promote the children's social skills successfully as they participate in small and large group activities, such as key people groups and circle time. Staff gather and record a wealth of information about each child from their parents. This enables staff to change and adapt the flexible routines and plan the daily activities to ensure they meet all children's needs as soon as they start attending the setting. This promotes the children's independence and they demonstrate good levels of self-esteem as they confidently move around the setting and explore their surroundings. Staff also use specific techniques to support children with special educational needs and/or disabilities. For example, staff use the Makaton signing system and visual aids to promote the children's communication and language skills successfully.

Children learn about the importance of keeping themselves safe through discussions, group safety rules and routines. Children learn how to use scissors safely and know they

have to sit down when they are using them. They practise regular fire drills and older children are able to explain what happens during a drill. This demonstrates the children's awareness of the emergency evacuation procedures. Children learn about sun safety, road safety and stranger danger as part of planned topics and themes to raise their awareness of safety. All children behave well because staff implement clear and simple rules and boundaries consistency. Consequently, all children know what is expected and they respond well to the high expectations of the staff team. All staff focus on the children's positive behaviour, actively recognising and praising the children's achievements and efforts. For example, when the children finish a task independently or help others. Staff support all children effectively through their consistent and gentle approach as children begin to learn the difference between right and wrong. Children cooperate well with each other. They share and take turns and are beginning to show consideration for one another. For example, children ask others to join in their activities, and ask if they are okay if they are a little upset. Children are encouraged to use good manners and are polite to one another and the staff during their time at the nursery.

All children learn about the importance of healthy eating and healthy lifestyles. Staff sit with the children at snack times and talk about the types of food that are good for the children. The children have a wide range of homemade nutritious meals, cooked onsite daily by the owner. Children enjoy sitting together as they develop their table manners and this effectively promotes their social skills in a relaxing environment. All staff follow the good hygiene procedures when changing children's nappies. Children learn how important good personal hygiene is through daily routines and discussion. For example, children are actively encouraged to wash their hands at appropriate time to help prevent any possible spread of infection. All children use the outside play areas daily. They practise their physical skills in a wide variety of ways. For example, children have many opportunities to ride wheeled toys, climb, balance and run. They play ball games to develop and promote their coordination well, and enjoy making marks on a large scale to develop their early writing skills.

The nursery has strong links with local schools and other providers of the Early Years Foundation Stage. Effective systems are in place to ensure the children's smooth move to school and for those children who attend more than one early years setting. Staff have a good awareness and understanding of assessment requirements. They have successfully completed the two-year progress checks and the information has been shared with the parents.

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

Effective safeguarding procedures are in place to promote the welfare of the children. Since the last inspection concerns were raised in relation to safeguarding matters and Ofsted carried out an investigation. Following the initial investigation the provider was issued with a welfare requirement notice requiring them to ensure the safeguarding policy names the practitioner designated to take lead responsibility for safeguarding children in the setting and ensure all staff are familiar and understand the safeguarding policy and

procedures. A monitoring visit was completed and found the provider had failed to comply with the action set in the welfare requirements notice and as a result the provider was committing an offence. The provider was cautioned for committing this offence. Following this the provider made sure that all staff completed safeguarding training. They all now have a good understanding of the safeguarding procedures and know how to implement them.

The nursery staff share the full written policies and procedures with parents to ensure they are aware of the staff team's responsibilities towards protecting their children. All children enjoy a very safe and secure play and learning environment because staff carry out daily checks and written risk assessments are completed. Staff are vigilant and monitor the security of the premises rigorously. For example, staff ensure all external doors are locked to prevent children from leaving the nursery unnoticed. Robust recruitment and vetting procedures alongside effective induction systems help to ensure all adults are suitable to work with children. Good supervision ensures all students and trainees are monitored effectively to ensure the children's safety and well-being. All visitors are required to show identification and sign in the visitor's book to ensure a full and accurate record of everyone meeting the children is in place.

The nursery has recently made many improvements. The recommendations made at the inspection, and notices to improve from the subsequent visits, have all been responded to. Behaviour management is now consistent across the staff team, the key person system and communication with parents are now good and there are suitable facilities for children who need a sleep. All staff and parents contribute towards the self-evaluation of the setting to drive improvement and ensure continuous development. The owner and manager carry out questionnaires to obtain feedback from parents. Staff meetings and regular training drive improvement and ensure all staff are aware of current guidelines and procedures. The owner and manager successfully monitor staff performance and their contributions to the nursery through regular team meetings, reviewing staff practice and annual appraisals. This demonstrates a good capacity to improve the outcomes for children.

Partnership with parents is very good. Parents have access to their children's records at anytime and are able to talk to staff about their children's progress. The nursery has implemented a buddy system to ensure all parents can speak to their children's key people whenever they visit the nursery. Parents receive regular written summaries about their children's progress and they are fully involved in their children's learning. Parents have access to the nursery policies and procedures to develop their understanding of how the nursery operates and how their children are learning. Comprehensive interagency working ensures systems and procedures effectively support all children, including those with special educational needs and/or disabilities. For example, the nursery has developed very strong links with support staff from Portage and development workers from the local special needs school, who regularly visit the nursery to provide one to one support for some children to ensure they gain the most from their time at the nursery.

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
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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 action. 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	507840
Local authority	Hampshire
Inspection number	905814
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	33
Name of provider	Ann Kathleen Prior
Date of previous inspection	16/04/2010
Telephone number	023 92254236

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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, which are usually the childminder's 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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