

Epsom Downs Children's Centre Day Nursery

Epsom Downs Primary School and Children's Centre, St. Leonards Road, Epsom Downs, Surrey, KT18 5RJ

Inspection date	11/03/2013
Previous inspection date	26/04/2006

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- There is a warm, friendly atmosphere, characterised by busy, well occupied children who enjoy their time spent in this welcoming nursery.
- Babies and young children enjoy learning and make good progress. Staff plan and organise interesting, exciting activities effectively, which match young children's abilities, reflect their interests and help them move forward in their learning.
- Staff show strong commitment to providing a high standard of care and education for all children and work in great partnership with other professionals to achieve their aims.
- Good relationships exist with parents and carers. There are effective ways of seeking their views about their children's care and learning, and sharing ideas to extend children's learning further.

It is not yet outstanding because

- There are limited resources to fully stimulate babies' interests when they are looking up at the ceiling.

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.

Inspection activities

- The inspectors observed activities in the open plan play areas and outside learning environment.
- The inspectors met with senior management and spoke to staff and children.
- The inspectors reviewed the children's records and planning documentation.
- The inspectors sampled policies relating to children's welfare, care and safety.
- The inspector took account of the views of parents and carers.

Inspector

Janet Thouless

Full Report

Information about the setting

Epsom Downs Children's Centre Day Nursery has been registered since 2005. The centre is located within Epsom Downs Primary School and Children's Centre in Epsom, Surrey. The governors of the school have overall responsibility for the centre. A manager is responsible for the daily management, supported by the headteacher of the school. The centre is situated in a self-contained area of the school. Children are cared for in different age groups, with nappy change, toilet and hand washing facilities. An enclosed garden provides an outside play area. The centre is open for 51 weeks each year, from 7.45am to 6.00pm. Children from the local area have priority but places are offered across the borough and outside of the borough, if available. There are currently 37 under three years on roll. The centre supports children who have special educational needs and/or disabilities and children who learn English as an additional language. A team of 13 staff work with the children. Of these, two hold Early Years Professional Status and relevant early years degrees, six hold early years qualifications at level 3 and one at level 2. Two members of staff are unqualified but working towards level 2 and 3 qualifications and two apprentices are working towards level 2. The staff are supported by the school's headteacher and the local authority Sure Start programme.

What the setting needs to do to improve further

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

- develop the use of a variety of interesting things for babies to see when they are looking around them or when looking up at the ceiling.

Inspection judgements

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

Young children make good progress in their learning and development. This is because the staff team is experienced, enthusiastic and child-focused. Staff have a good understanding of the seven areas of learning. Staff plan a good range of activities that excite and challenge children's interests and abilities. Therefore, children are happy and confident in this welcoming and friendly nursery environment. Effective assessment enables staff to plan specifically for the individual needs and interests of each child. A good balance of adult-led and child-initiated activities ensure that children are the prime instigators in their own learning. Good systems are in place in support of the progress check for two-year-olds. Parents are actively involved in this process and make their own comments which agree the best way forward for their children's progress. As a result, children make good progress in their learning and development.

Young babies enjoy playful interaction with their 'key person', who takes special responsibility for them. Staff are attentive and provide young babies with an array of rattles. Babies respond by shaking these and make babbling sounds indicating their pleasure. Staff add additional toys that make different sounds and mirror play to further engage babies. Staff show great pleasure being with babies. As a result, babies are developing self-confidence and begin to communicate. Babies enjoy being held and receive lots of cuddles from staff; however, when babies are sitting or lying on cushions there is no provision within their environment to arouse and stimulate children's senses as they look up at ceilings

Young children's social skills, and ability to communicate with others, are rapidly developing, so children are well prepared for the next stage in their learning. Staff interaction with children is good. They listen carefully to what children say and give them plenty of time to share their thoughts, such as when children share how they placed sand in their pots. Staff engage purposefully with children and make good use of questioning. Questions such as 'Tell me, did you use the spade or your hands?' encourage young children to confidently explain that they used their hands to scoop up the sand. There are good opportunities for young children to develop an interest in books. Staff introduce a range of story books that excite and involve young children. Staff use props such as puppets to them to retell stories and share their thoughts and home experiences.

Staff provide good opportunities for young children to explore creative media. Young children confidently select aprons and paint on paper. Staff provide a running commentary about what children do highlighting the different colours used. Young children then choose to paint hands creating hand prints. They show great pride in their own achievements, showing their hand prints to staff. Staff praise young children for 'being clever' in finding different ways to paint. Staff respond to young children's natural curiosity by showing an interest in all that they do. These activities enable young children to develop their sensory skills using a variety of creative media.

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

Babies and young children demonstrate they feel secure in the warm and caring atmosphere of the nursery. They know they are special through the warm and caring response they receive from their key persons. Key persons find out as much as possible from parents so care routines are familiar and comforting. Photographs of children's family members support children to develop a sense of their own identity. This helps develop children's personal, social and emotional wellbeing. In addition to the key person, young children develop good relationships with other staff members. These staff provide good levels of support to children when key persons go off to lunch. Children are offered reassurance, wave happily and enjoy their play because they are safe in the knowledge that their key person will return.

Young children are motivated and independent due to interesting and easily accessible toys and resources. Staff imaginatively arrange the role play areas so young children

explore a variety of different play scenarios. Sensitive and responsive interaction with staff fosters a strong sense of belonging and security. This results in a harmonious caring environment. Staff help young children resolve potential conflict, such as when one child wants another child story book. Staff calmly offer young children gentle reminders on sharing books. Therefore, children are developing the complex skills of sharing resources and working together from an early age.

Young children are beginning to understand the value of good health and physical exercise to promote a healthy lifestyle. Their independence is encouraged as they select aprons in readiness for snacks and meals. They understand the routine of sitting at tables where coloured flowers are displayed which correspond to the colour of their apron. Staff direct children to use their own feeding cups which they hold with skill, serve their own foods from serving dishes and pour their own drinks. Staff sit alongside children during snack and lunch to encourage social interaction and to offer assistance if required, supervising them well as they eat. Young babies follow their own individual routines snuggling up to key persons when being fed their formula. In addition, key workers settle young children using their comforters to aid restful sleep. Children's safety is monitored by staff, as they follow clear safety procedures as young children sleep. Good nappy changing routines are used. Older children are encouraged to be independent when using the toilet. Suitable systems monitor the cleanliness of changing facilities and children's toilets areas, so these are kept clean.

Staff give good attention to promoting young children's physical development. Babies climb steps holding on to a hand rail and sit on their bottoms to shuffle down the slope. They let go when confident proceeding down the slope with confidence. Young children make choices about whether to play indoors or out. They make good use of the large climbing frame and wobbly bridge. They develop coordination and balance, and explore and investigate using a wide variety of resources.

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

The nursery's leadership and management show a good understanding of the welfare and safeguarding requirements of the Early Years Foundation Stage. There is a strong ethos on partnership working and the nursery staff receive very good support from the head teacher of the school. Management have high aspirations for maintaining good quality care, which underpin all aspects of care, learning and education in the nursery. These high expectations inspire staff in developing their knowledge and skills. Staff receive regular supervision and well targeted plans for professional development. Staff reflect on their practice and use their good knowledge and understanding of the learning and development requirements. In addition a qualified teacher supports children's individual planning to ensure all required education programmes are covered well. The nursery has recently joined a quality improvement scheme which guides them in reflecting on current practice to drive improvement.

The nursery leadership has robust recruitment, vetting and induction procedures in place

to check staff are cleared as suitable to work with children. Management and the staff team have a good understanding of their duty to protect children's welfare. There is a comprehensive safeguarding policy and procedures in place, with which staff are fully familiar. Staff complete safeguarding training regularly and the designated lead person takes overall responsibility for child protection matters. All of these measures help safeguard children effectively. Children play in a secure environment where risks are identified, recorded and action taken when necessary to minimise potential risks.

The nursery staff establish positive relationships with parents and carers, so each child has their individual needs met well. Parents are given personal invitations to meet with key persons to discuss the ongoing care and learning needs of their children. Parents and carers receive information about children's achievements and progress and are actively encouraged to support their children's learning. Staff illustrate children's 'learning stories' with photographs and examples of their creative work and next stages of learning. This record provides parents with a useful insight into their child's time at nursery. Parents contribute to these with their own observations and details of events that take place at home, which helps staff to respond to these in nursery. In addition, communication books provide additional evidence of children's daily care routines. Staff quickly identify and meet young children's needs well, because the nursery has highly effective partnerships with external agencies and other providers. For example, they exchange summary reports with other carers and providers to promote a two-way flow of communication in support of child's individual learning.

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 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	EY312652
Local authority	Surrey
Inspection number	906164
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 3
Total number of places	58
Number of children on roll	98
Name of provider	Epsom Downs Primary School and Children's Centre Governing Body
Date of previous inspection	26/04/2006
Telephone number	01737 850517

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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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