

# Verwood Day Nursery

Moonacre, Potterne Way, Three Legged Cross, WIMBORNE, Dorset, BH21 6RS

## Inspection date

26/03/2013

Previous inspection date

27/02/2012

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Children flourish at the nursery, they thoroughly enjoy their learning and achieve extremely well in relation to their starting points.
- The environment provides children with excellent opportunities to choose their play materials and follow their individual learning styles.
- Children show they feel extremely safe, secure and happy in the nursery and arrangements for safeguarding the children are robust.
- Children benefit hugely from the highly successful partnership between the staff and parents, ensuring key information is shared between them.
- The quality of planning for all children is excellent; each child receives an exceedingly enjoyable, challenging experience across all areas of 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.

## **Inspection activities**

- The inspector discussed the format of the inspection on arrival.
- The inspector observed activities in the indoor and the outdoor learning environment.
- The inspector and manager undertook a joint observation of a planned activity.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at children's assessment records and sampled other documentation.

## **Inspector**

Alison Large

## Full Report

### Information about the setting

Verwood Day Nursery was registered under new ownership in 2011. It operates from a detached property set in its own grounds on the outskirts of Verwood in Dorset. The nursery has a contemporary approach to the Montessori method of teaching. Both the ground and first floors are used to accommodate children. Children have access to an enclosed outdoor play area and extensive grounds. The nursery is open from 7.45am to 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register.

There are currently 79 children in the early years age group on roll. Children are able to attend for a variety of sessions. The nursery provides free early education for children aged two, three and four years. It is able to support children with special educational needs and/or disabilities and children learning English as an additional language. It employs 13 permanent staff, including the manager. Of these all members of staff hold relevant qualifications.

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

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

- provide added opportunities in the outdoor area for children to explore, build, move and role play, to further enhance the provision.

### Inspection judgements

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

Children flourish at the nursery, they thoroughly enjoy their learning and achieve extremely well in relation to their starting points. Management and staff create a challenging and stimulating environment, where the atmosphere is positive and encouraging. Throughout the nursery, children are making excellent progress in all areas of development. They are confident and keen to join in activities and are developing warm relationships with each other and staff. Clear observation and assessment systems are in place and the tracking system used by the nursery shows clearly what each child has achieved and the excellent progress they are making. Staff record the next steps in the children's learning, which links into their planning. Planning is based on children's interests, capabilities or individual needs. Systems for planning and assessment are regularly reviewed to ensure the activities and learning experiences fully support children's interests and the next steps in their learning. Very effective systems are in place to ensure that children have many opportunities to consolidate or further their learning. Younger children are beginning to use tools such as paint brushes with confidence; older children

are becoming confident in naming colours and shapes, and the oldest are progressing to writing their own name and understanding simple mathematical concepts.

Babies are actively involved in their play, confidently selecting and exploring resources. They touch, cuddle, shake and bang objects they investigate and are able to climb and practise a range of movements in safety. They are supported exceptionally well by staff and become confident in their daily routines. Children's independence is promoted very well; they are developing skills such as putting on their own coats and shoes and pouring their own drinks and helping to tidy up. All children enjoy many opportunities to choose, participate and become independent in their play. Children develop very good communication skills and chat happily both to one another and to adults. Staff support children extremely well, by offering praise and encouragement and demonstrate an excellent understanding of children's individual learning needs.

Parents are very well informed about the life of the nursery by the displayed information on the notice boards and through daily chats to staff. They state they have seen their children make brilliant progress while at the setting. The setting has implemented the two-year-old progress check successfully and all documentation is in place. As a result of the highly effective assessment and recording of children's progress parents receive a clear picture of where their children are in their learning and are actively encouraged to be involved in their children's learning and development.

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

Children relish their time at the nursery. They are welcomed into a warm and friendly setting by staff who meet the children's welfare and learning needs with great success. Children develop strong emotional bonds and trusting relationships with their key person and this superb relationship helps children develop self esteem and confidence. All children are included and supported very well and the setting promotes equality and diversity. Staff make excellent use of resources to promote children's learning and development. The indoor and outdoor play areas are extremely well organised to ensure children can take part in a wide variety of activities. Children would benefit from more resources for physical play and role play in the outside area to further enhance children's experiences.

The nursery provides an excellent variety of healthy and nutritious meals and snacks which are cooked on the premises and children benefit hugely from the carefully balanced menu offered. Children learn about good hygiene routines and from a very young age can independently take themselves off to wash their hands. They all know they must wash their hands after using the toilet, before eating and after messy play. Excellent systems are in place to inform staff of any health or dietary issues the children may have. Children behave extremely well, they are learning to share and take turns and play very well together. They are developing relationships with each other and interact well together throughout the nursery. Children know what is expected of them and are confident to make their own choices and decisions. Staff liaise extremely well with the local schools children will move on to; this ensures a smooth transfer, consistency of care and learning

and reassurance for each child. Children with special educational needs and those learning English as an additional language are very well supported by staff. Children are secure and safe in the nursery and feel a strong sense of belonging, fostered by consistent care from staff and excellent resources.

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

Very effective management structures are in place and communication with all levels of staff is excellent. Arrangements for safeguarding children are robust. Staff complete training in child protection and have a very good understanding of safeguarding procedures. Clear procedures are in place for the recruitment and vetting of new staff and this ensures all adults working with the children are suitable to do so. One of the nursery's strengths is how well the staff team work together. Regular staff meetings ensure that information is shared and that they are included in decisions made. This enables them to take pride in their surroundings and enhances their practice and has a positive impact on the children. The owners and manager have high aspirations for quality, which is evident through ongoing improvement, in consultation with staff, parents and children. There are very good systems in place to monitor and evaluate the setting, to ensure any strengths and areas for development are highlighted.

Partnerships with other settings the children attend are excellent. Staff liaise extremely well with the other providers of the Early Years Foundation Stage for the children who attend other settings. The excellent partnership between the nursery and parents ensures all relevant information is shared between them. Parents are kept informed about daily routines, and activities through e-mails, notice boards and news letters. Parents express enormous confidence in the very high standard of care, communication and their child's preparation for the future. They feel very welcomed into the setting and are extremely happy with the progress their children are making. The information available to parents ensures they are kept fully informed about nursery life and their children's progress.

## 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

<b>Unique reference number</b>	EY425643
<b>Local authority</b>	Dorset
<b>Inspection number</b>	887362
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	68
<b>Number of children on roll</b>	79
<b>Name of provider</b>	Verwood Day Nursery Limited
<b>Date of previous inspection</b>	27/02/2012
<b>Telephone number</b>	01202822338

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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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