

Ridgeway Day Nursery

Inverary Road, Wroughton, Swindon, Wiltshire, SN4 9DL

Inspection date

05/04/2013

Previous inspection date

22/01/2010

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

3

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 enjoy a very broad range of highly stimulating resources and rich and varied activities that enable them to learn actively across all seven areas of learning. Children show curiosity as they play and explore. They are highly motivated and demonstrate an eagerness to learn.
- Children are very happy and content at nursery. Their behaviour is exemplary.
- Staff complete precise assessments of children's achievements and, therefore, have an extremely good understanding of their progress. Securely timed interventions mean that all children's needs are met effectively.
- The leadership and management of the nursery are inspirational. The manager is highly driven to achieve excellence and, therefore, staff morale is high and the outcomes for children are strong.
- There are excellent partnerships with parents, external agencies, and local schools.

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 children in their play and their interaction with staff.
- The inspector sampled the nursery's documentation and children's development records.
- The inspector engaged in conversation with the manager, staff, children and parents.
- The inspector conducted a joint observation with the manager and took this evidence into account.
- The inspector read and took into account the nursery's self-evaluation form.

Inspector
Aileen Finan

Full Report

Information about the setting

Ridgeway Day Nursery opened as a pre-school in 1993. It re-registered as one of a chain of nurseries owned by Asquith Nursery Ltd, in 2004. The nursery operates from its own buildings within the grounds of Wroughton Junior School near Swindon, Wiltshire; serving the surrounding urban and rural areas. All children have access to outdoor play areas.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery provides funded places for children aged three and four years. There are currently 75 children on roll in the early years age group. Children may attend for a variety of sessions. The nursery supports children who have special educational needs and/or disabilities and those for whom English is an additional language.

The nursery is open Mondays to Fridays from 7.30am to 6pm. It opens all year round with the exception of public holidays and a week between Christmas and New Year. There are 32 staff, both permanent and on a supply basis. Of these staff, one holds Early Years Professional Status and 20 staff hold a minimum of childcare qualification to level 3. The nursery also employs an administrator.

What the setting needs to do to improve further

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

- develop further the engagement with parents by making better use of home-nursery links, sharing observations and helping all parents to support their children's learning at home.

Inspection judgements

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

Staff have an excellent understanding of the learning and development requirements of the Early Years Foundation Stage. They plan extremely effectively to support children's individual needs and learning by using tailored planning and precise assessments of the children, based securely on their starting points and interests. Children's learning is exceptionally well managed. Timely interventions ensure that children receive the support they require to promote their learning. Staff have an outstanding knowledge of children's

backgrounds. The nursery has engaged highly effectively with most parents to promote successful strategies to support parents in their children's learning at home. As a result, many parents are sharing their observations with staff through email, written assessment and discussions.

Children are very happy and content at the nursery. They are active learners who are very eager to join in and have fun as they learn. Children enjoy an extremely wide range of stimulating toys, resources and activities, which promote their learning effectively across all seven areas and provide rich and imaginative experiences. Staff help children to be curious in their learning. For example, following a topic and outing to a farm, children learn about where animals live. They listen to the story of the 'three little pigs' and later build their own houses, writing their own labels to distinguish the houses of straw, sticks and brick. They offer their suggestions about why the house of bricks is the best house to protect the pigs from the wolf.

Staff are highly focused in their assessment of children's communication and language. They use fun activities to help children learn how to sound letters and link to words they know. For example, in a group activity children eagerly await their turn to guess the object from the sound that the staff member makes and later recognise the initial sounds of their names. There is excellent support for children who speak English as an additional language. Staff proactively learn key words and phrases to support children's needs while at the same time valuing children's home language. The nursery displays these key words in children's home languages throughout the classrooms and parents add to these as children say new words or phrases. Consequently, in relation to their starting points, all children are making very good progress in their understanding of language and in their communication.

There is an extremely sharp focus on helping children to acquire their personal, social and emotional skills and in their physical development. They are given lots of encouragement to be as independent as possible in relation to their ages and abilities. Children are well motivated to learn, are curious and have fun. They enjoy their play. Children explore indoors and outside and thrive through a highly stimulating environment. They are offered a very wide range of learning using the local natural environment and activities to promote their physical development. Staff interaction has a significant impact on children's active learning. They happily join in taking their turn as goalkeeper, as children shoot balls at them on their make believe pitch. Staff help children to fill the can as they water daffodils, crocuses and snowdrops. A toddler is curious as he paints and drips paint on to the floor. He recognises the print he makes and is encouraged by staff to make more in recognition of his early attempts to make marks and give value to these. Nursery children make marks in the 'mud' coloured paint. They roll toy elephants across the table as staff explain that elephants keep cool by rolling over in muddy water. The nursery demonstrates highly reflective practice in its provision of care and in supporting children's learning across all seven areas. Consequently, children are making very good progress and are confident and ready to commence the next stage in their learning.

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

Staff at the nursery are highly skilled in supporting children's learning and providing a strong base for them to develop secure emotional bonds and independence. Staff are very good role models, who demonstrate a high sense of morale and highly effective team working. They support younger children's individual needs and routines highly effectively throughout the day. Therefore, babies and toddlers express their contentment, safety and security. They are happy to snuggle up with staff, sleep when they need to and, therefore, wake refreshed and ready for play.

Children's behaviour is exceptional. They have exceptional respect for one another and warm bonds with their friends. For example, children hand out cushions to their friends as they all settle down on the floor for an activity and help one another clear up at the painting table. They listen with interest to one another during group times and wait for each other to finish before they speak and offer their ideas. Children show high levels of control in their activities and confidence in social situations. Staff are deployed responsibly and give clear guidance to children about their expectations. Staff give a very high priority to children's safety, which they demonstrate through their regular checks of the environment and exceptional supervision of the children. Staff help children to become aware of their own safety, for example through discussions about safety when using scissors during activities. They provide children with excellent opportunities to be independent, such as self-service snack time and help children to make informed choices when they play outdoors.

Staff give children clear messages about why it is important to eat healthily and receive plenty of fresh air and exercise. The excellent opportunities for children to use the outdoors throughout the day mean that children thrive in a well-resourced and stimulating environment both indoors and outside. The highly effective key person system means that children are making very good progress in their personal and social development and that their health, safety and well-being are highly nurtured. Consequently, children are very well prepared for the next stages in their learning.

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

The leadership and management of the nursery are inspirational. The manager strives for excellence among her staff. There are excellent systems to monitor the impact of staff practice in order to bring about the very good outcomes for children. Recruitment practice is very strong and, therefore, ensures that the adults working with children are suitable to do so. Staff receive high-quality professional supervision. Staff training and deployment is highly effective in meeting the needs of the children attending. All staff receive child protection, behaviour management and first aid training as part of their initial induction and fully understand their responsibilities to safeguard the children they care for and the

procedures to take should they have a concern about a child in their care. The nursery reviews these procedures and staff knowledge frequently at staff meetings to ensure that children can learn and play safely indoors and outside. The nursery has robust policies and procedures, which staff adhere to in their daily practice. These policies are shared with parents so they understand the procedures that support their children's health and well-being and support their safety at the nursery.

The nursery is proactive in sharing the knowledge of staff who hold outstanding skills that promote children's learning; for example, in relation to children's communication and language. This very good practice enables staff to build on their own skills and means that they have an excellent knowledge of how children learn and develop. The nursery has extremely well-organised systems to determine children's individual starting points through their discussions with parents and the initial observations completed by staff. The nursery manager proactively monitors children's learning and development to ensure they all meet their full potential. Staff identify children's needs quickly through exceptional planning and in their reflection on children's progress. Therefore, assessment is precise and staff have an accurate understanding of children's achievements and capabilities. Children's ability to make progress is significant due to early intervention by the staff. This ensures that effective partnerships are maintained with parents and other professional agencies when required. Staff complete comprehensive quarterly assessments and plan for children's individual next steps across all seven areas of learning. These next steps are shared regularly with parents so they are part of their children's learning. Children are making extremely good progress in relation to their starting points.

The nursery has highly positive relationships with parents, who say they are very happy with the care their children receive. Parents are encouraged to proactively observe their children at home and to share their children's achievements. Highly productive partnerships with others, including speech and language therapists make an exceptional contribution to meeting children's needs. There are excellent arrangements in place so that children can move confidently from one age group room to another. Likewise, the partnerships with feeder schools support children's readiness for starting at school.

The nursery has rigorous systems for evaluating priorities and identifying future challenging targets to improve practice. Parents, children and staff inform the processes to evaluate the success of the nursery, through their suggestions, feedback and written questionnaires. The nursery is confident to demonstrate and highlight the strengths of the provision and planned targets for future improvement.

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 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	EY286524
Local authority	Swindon
Inspection number	909102
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	69
Number of children on roll	75
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	22/01/2010
Telephone number	01793 845572

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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