

The Willows Day Nursery

Stoke Mandeville Hospital, Mandeville Road, Aylesbury, Buckinghamshire, HP21 8AL

Inspection date	09/05/2013
Previous inspection date	22/06/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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 are extremely happy, engaged in their learning and have lots of fun.
- Highly varied and stimulating environments, resources, toys and activities promote children's learning extremely well in all seven areas of learning.
- There are excellent systems in place for staff to determine children's starting points, observe their achievements and assess their future learning steps; which means that children are making very good progress.
- Parents and external agencies are valued highly in the partnerships for children's learning. Therefore children's individual needs are met extremely well and systems for early intervention when needed are rigorous.
- Children are able to make choices in their learning and have a strong awareness of their own hygiene, self-care and safety. Babies have very warm bonds with the extremely caring staff who look after them.
- The management and leadership of the nursery is inspirational and staff moral is very high. Parents are extremely positive about the care their children receive.

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 interacting with the staff.
- The inspector spoke to the management team, staff, children and their parents.
- The inspector sampled the nursery's documentation and children's development records.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector read and took into account the nursery's self evaluation form.

Inspector

Aileen Finan

Full Report

Information about the setting

The Willows Day Nursery is owned and run by Child Base Limited, who have a chain of nurseries in the South of England. The Willows is a purpose built nursery situated in the grounds of Stoke Mandeville Hospital, Aylesbury, Buckinghamshire and was opened in 1994. The nursery is registered on the Early Years Childcare Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 7.30am to 6.30pm throughout the year. All children share access to outside play areas. The nursery is in receipt of funding for 2-, 3- and 4-year-olds. Children come from a wide catchment area. The nursery employs 32 staff. The manager and 20 staff hold appropriate early years qualifications. The other staff are experienced in working with the children.

What the setting needs to do to improve further

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

- extend and build upon the opportunities for babies to learn and thrive in their physical development using the outdoors as a resource.

Inspection judgements

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

Children are very happy at the nursery. They are active learners who are very eager to join in and have fun as they learn. Children enjoy and benefit from an extremely wide range of stimulating toys, resources and activities, which provide them with rich and imaginative experiences. These significant experiences promote children's learning and development effectively across all seven areas and consequently children are making very good progress. Young children learn about the marks they make by experimenting with paint using their fingers or brushes. Group sessions promote children's social skills and confidence while at the same time extending their language and understanding. For example, children delight using song sacks and props for popular and familiar rhymes such as 'five little ducks' and 'humpty dumpty'.

Staff help children to be curious in their learning. For example, following a topic about buildings the children looked at photographs of New York, identifying the buildings as sky scrapers where, perhaps, super heroes live; thereby demonstrating their range of language and imagination. Children actively create their own structures through junk modelling activities. They are confident at cutting with scissors, sticking using tape and different types of glue. Children talk about their structures, explaining to others who listen

intently about who may live in them and counting the people inside. They talk with staff about what the recycled boxes have been used for originally, for example the egg boxes. In the free-flow play areas children pretend play at gardening, cleaning the windows or making lunch. Other children chalk on the board. They draw their homes explaining their house has a roof and three windows. Children demonstrate their understanding and awareness of the wider world, explaining to staff that the sun is not out, but the clouds are, and that it might rain soon.

Staff demonstrate an excellent understanding of the learning and development requirements for the Early Years Foundation Stage. They plan extremely effectively to support children's individual needs and learning by using individual planning and precise assessments of the children. These reflective assessments securely pinpoint children's starting points and interests. The assessments of children are consistent throughout the nursery. Age/stage rooms are planned exceptionally well in order to provide children with a very wide range of learning areas, indoors and outside. Transitions, settling in sessions and reports on the children, as well as the familiarity of how rooms are set up, help children to settle confidently. Therefore, children are able to feel content and as a consequence settle quickly and learn effectively.

The nursery manages children's learning in an enthusiastic and enriching way. Timely interventions ensure that children receive the support they require when needed. Staff have an outstanding knowledge of children's backgrounds and emerging interests. The nursery has engaged highly effectively with 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 and understand how to extend learning activities at home. There is an extremely sharp focus on helping children to acquire their language, personal, social and emotional skills and develop well in their physical development. Children are given lots of encouragement to be as independent as possible in relation to their ages and abilities. They are extremely well motivated to learn, be curious and have fun and consequently they enjoy their play indoors and outside. The nursery demonstrates a highly reflective practice in its provision of care and in supporting children's learning in all seven areas of the framework. As a result, children are making very good progress and are confident and ready to commence on to the next stage in the learning.

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

Children are very happy and engaged in their play. Staff are highly skilled in supporting children's needs and in providing a strong base for them to develop secure emotional bonds and independence. They have a very good understanding of the babies' routines for example, and support these exceptionally well. All children demonstrate their safety and contentment and are happy to snuggle up with staff, seek their reassurance or ask for help when needed. Staff are very good role models, who demonstrate a high sense of morale and highly effective team working. They give children extremely clear messages about why it is important to eat healthily and receive plenty of fresh air and exercise. There are excellent opportunities for children to use the very stimulating outdoor garden throughout the day, where children can explore and be curious in their learning. Further

free-flow areas allow children to choose between their play indoors and outdoors. Currently the baby room garden is under refurbishment. However, overall children thrive in an extremely well-resourced environment both indoors and outside.

The extremely effective key person system means that children are making very good progress in their personal and social well-being, and that their health and safety are highly nurtured. Consequently, children are very well prepared for the next stages in their learning. Staff are highly skilled in responding to children's needs, joining in their play effectively and communicating skilfully. Children's behaviour is exceptional. They have a very high respect for one another and warm bonds with their friends and the staff. For example, children happily play together, share resources and listen as someone speaks. They understand their responsibilities, for example, in helping to clear away after meals and to tidy up resources. Older children act appropriately in the interlinking cloakrooms and are very independent in their self-care. Children show high levels of control in their activities and confidence in social situations. They are eager to join in. Staff are deployed responsibly and demonstrate exceptional supervision of the children indoors and outside. Staff help children to become aware about 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 helping children to make informed choices in their play and when putting on suitable clothing before they play outdoors.

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

The nursery places a very high priority on children's safety and well-being. They demonstrate an excellent understanding of the safeguarding and welfare requirements for the Statutory Framework of the Early Years Foundation Stage. All staff complete child protection awareness and first aid training as part of their initial induction. Staff 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 and through further training, to ensure that children can learn and play safely.

The leadership and management of the nursery are inspirational. The manager strives for excellence amongst her staff and staff moral is very high. There are extremely good systems to monitor the impact of staff practice so to promote the very good outcomes for children. Recruitment procedures are extremely 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 and in enhancing staff skills and knowledge. 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, well-being and safety at the nursery. The nursery has rigorous systems for evaluating their priorities and in identifying future targets for implementation through extensive action plans in order to improve their practice further. Parents, children and staff contribute to this evaluation through their suggestions, feedback and written

questionnaires. The nursery is therefore extremely confident to demonstrate and highlight their strengths.

The nursery is highly proactive in promoting children's learning, for example, in relation to children's communication and language, physical development and social relationships. Staff value the contributions that parents make in relation to extending home-nursery learning and a two-way communication system. These partnerships support the high achievements of the children attending. 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. Likewise, exceptional systems for transitions between age and stage rooms support children's achievements extremely well to ensure they all meet their full potential. Staff identify children's needs quickly through exceptional and consistent planning. Therefore staff have an accurate understanding of children's achievements and capabilities. Staff complete comprehensive regular assessments to support their planning for children's individual next steps in all seven areas of learning. Staff share these next steps regularly with parents so they are part of their children's wider learning.

Children are making extremely good progress in relation to their starting points. Parents are very positive about the care their children receive. They are encouraged to proactively observe their children at home, extend learning activities 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 with feeder schools so that children can move confidently on to their next stage of learning.

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	140897
Local authority	Buckinghamshire
Inspection number	910459
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	97
Number of children on roll	192
Name of provider	Child Base Limited
Date of previous inspection	22/06/2011
Telephone number	01296 432004

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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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