

# New Road Children's Day Care Nursery

New Road Nursery, 36/37 New Road, Chippenham, Wiltshire, SN15 1HP

<b>Inspection date</b>	10/06/2013
Previous inspection date	21/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	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**

- Parents speak very positively about the progress their children make. They are kept well informed, contribute to learning journals and feel their knowledge of their children is valued.
- Children are exceptionally confident and inquisitive. They explore and have confident relationships with playmates and staff.
- Children are making significant progress in all aspects of their development.
- Leadership and management is strong, with a clear focus on continuous development of the provision. Management have high expectations of staff and the children.
- Excellent partnerships are in place between the setting, parents and other professionals enabling all children to benefit from excellent continuity in their care.

## 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 the premises, resources and an activity with the manager
- The inspector observed the children at play
- The inspector examined records and documents provided by the staff
- The inspector spoke to five parents.
- The inspector read the provider's self-evaluation.

## Inspector

Lynne Lewington

## Full Report

### Information about the setting

New Road Nursery first opened in 1992 and was re-registered by the current owners in March 2006. The nursery is based in two converted houses and is located in the centre of Chippenham, Wiltshire. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery serves the local community and is open all year. It opens each weekday from 8am to 6pm. There are currently 150 children on roll of whom 52 are in the early years age range. The nursery is in receipt of government funding for nursery education. The nursery welcomes children with special needs and/or disabilities, and also those who speak English as an additional language. Due to the many steps in the nursery, access for wheelchair users could be difficult. Children are cared for in age related groups, each with their own base playroom. There are also sleep rooms, nappy changing and toilet facilities. The nursery has a large garden available for children of all ages to use. The local park is also used frequently. There are 24 members of staff, 18 hold relevant childcare qualifications at level 3 or above. An early years professional is employed in addition to a qualified teacher. The setting receives local authority teacher support.

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

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

- enhance the outdoor resources so they are inviting and attractive for the children's use.

### Inspection judgements

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

The enthusiastic and knowledgeable commitment of the staff team ensures that children make excellent progress in all aspects of their development. The various activities children undertake both indoors and out help to ensure they develop their skills confidently. Staff adapt to individual learning needs and provide excellent opportunities for children to extend their skills. Children are highly motivated and eager to join in with the many activities available to them.

Children have easy access to writing materials, which they use competently. Many of the children can write their own names and responsibly label their own work. Labels and photographs all help to encourage children to identify their names and short words. Innovative measures help children who speak English as an additional language. For example, they use a talking photograph album to aid translation. Photographs of familiar

items are linked to a recording of the name for the item in French, Spanish and English. The child's parents help by recording the words ensuring staff learn the correct pronunciation. Children listen to stories and songs in their first language in addition to English. This builds on their knowledge and understanding, which is then transferred into their developing English. Children learn to greet each other in different relevant languages increasing everyone's awareness of other languages. Most staff provide an excellent narrative to their actions and use mathematical language in everyday activities. For example, they refer to shape, position and size as they encourage children to create pictures about the three little pigs' houses. Children thoroughly enjoy stories. Many use the books independently looking at the pictures and turning the pages with care. They ask adults to read and sit close to listen attentively. Communication and language skills are encouraged exceptionally well throughout the nursery. For example, staff ask open questions and encourage children to speculate what will happen next as they try to make the scales balance. Displays of numbers and labels all help to encourage children's awareness of their meaning. Children recognise the numbers on clocks and show an increasing awareness of the names of shapes as they undertake computer activities. Children confidently demonstrate abilities to move the mouse and correctly respond to instructions on the computer. Children work together to undertake the computer task demonstrating increasing abilities to work cooperatively with their playmates.

Children learn about the natural world through a variety of interesting activities. For example, they observe and talk about the weather and record their observations on a chart. They have fish and guinea pigs that they help to care for each day. Children also proudly show their garden where various vegetables are growing. They water them and show increasing awareness of how the sunshine and rain makes them grow.

Observations and assessments of children's development are up to date and high quality, indicating staff have an excellent awareness of each child's ability. These are also informed by high quality information from parents. In consultation with parents, staff plan challenging but achievable next steps for children. They identify how they will help children progress and parents indicate how they will encourage their children at home. This helps to create a culture where children's development is encouraged particularly well. Staff follow professional advice to ensure they provide high quality opportunities relevant to individual needs where appropriate.

Excellent care is taken to ensure children experience a positive move to school. This includes providing opportunities for children to experiment with dressing up in school uniforms. Children visit the school they will be attending, take home books about going to school in addition to a photograph album about the school they will attend. Staff also encourage independence well in preparation for the move to school.

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

Staff are sensitive to individual needs because highly positive relationships with parents help to keep them well informed. Children are developing their awareness of feelings through the comments and actions of the adults around them. For example, a young child

who is looking tired at the dinner table is treated gently and kindly. The key person gently reassures the child that their dinner can be saved and that a sleep will make them feel better. Her voice is gentle and kind and expresses care and concern.

Excellent care is taken to ensure that any moves within the nursery or to other settings are managed carefully and sensitively. Introductions and regular visits all help to make these changes positive experiences for the children. Staff are highly effective in meeting the individual needs of children. For example, they work innovatively with children who are learning English as an additional language. They ensure children learn to greet each other in the various home languages of the children in the group and parents are encouraged to share songs, and stories. Staff are conscious that some children spend many hours at nursery and so arrange outings in the local community. This enables the children to learn about the local area, see people undertaking their jobs and experience social interactions. For example, they post a letter at the post box, buy an item from the supermarket, and visit the park or the caf.

Behaviour is exemplary. When children disagree staff calmly intervene and encourage children to resolve their conflict. Staff encourage children to think about how they feel if people are unkind to each other. Staff are excellent role models to the children, they show good manners and concern for others in every interaction. Consequently, children frequently say 'excuse me' before they interrupt any conversations and demonstrate an increasing awareness of fair behaviour.

The pre-school children are exceptionally confident and eloquent in their abilities to make their needs known. They are curious and interested in everything that is going on around them. Many ask questions, listen to responses and consider information carefully. Staff remind children about safe behaviours and children demonstrate their increasing awareness of keeping themselves and others safe. They negotiate the many steps with care both indoors and outside. Regular fire drills help them to be aware of the action they must take to safely evacuate the building.

Children experience a full range of well-planned interesting activities everyday both indoors and outside. Staff work hard to ensure children have ample opportunities for outdoor play everyday. This benefits their health and physical abilities well. They demonstrate high levels of physical coordination and balance as they use the various outdoor resources. Finer skills are encouraged through using tools such as scissors, pencils and tools to dig in the soil and sand. Various textures are also used in displays to increase children's sensory awareness.

The premises are clean and well maintained. Resources are age appropriate and stored at low level enabling children to make choices in their play. Low-level tables and chairs promote children's independence and adult comfy chairs in the baby room provide comfortable seating for cuddles and bottle feeding. However, some of the outdoor resources are well used and look tired and unattractive, which means children may not find them as inviting to use.

Children benefit from healthy nutritious food everyday, which is cooked freshly for them. Comprehensive measures are in place to ensure allergies are recognised and alternatives

offered. Water is easily accessible to the children in all rooms and staff are proactive at encouraging children to have drinks regularly. Children develop their awareness of healthy eating through activities and conversations. There is a high level of attention given to hygiene and children understand the importance of following good routines to keep themselves healthy.

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

Leadership and management of the setting are excellent. Systematic and accurate identification of priorities is achieved through thorough self-evaluation, action plans and reflective practice. This enables the nursery to continuously improve the quality of the provision. Partnerships with the local schools are working very well to further support continuous improvement, policy and practice. Robust and rigorous recruitment, induction, supervision and performance management systems ensure staff suitability, and that their strengths are valued and recognised.

Safeguarding arrangements for children are highly effective. Management ensures all staff have a secure knowledge and understanding of safeguarding issues and the procedures to follow in the event of a concern. Staff meetings, posters, regular quiz's and training events all help to keep staff well informed about safeguarding. All the required documentation and recording procedures to meet the welfare requirements are in place and maintained accurately and effectively. This includes attendance registers, accident and medication records. Clear and well-understood policies and procedures are in place to assess any risks to children's safety. Risk assessments are very effective and good care is taken to ensure the premises are secure. The management team completes a regular review of all accidents involving children to identify any area of risk and any further steps that can be taken to minimise them. Children are consistently supervised well. Staff clearly demonstrate a high level of vigilance in order to keep children safe both indoors and in the gardens. For example, sleeping children are physically checked every ten minutes and a record is maintained of the checks.

Strong systems are in place to monitor the effectiveness of the educational programmes and assessments. Children benefit from the excellent links which have developed with local schools. This helps to promote good continuity of care and learning. The nursery welcomes the support of the local authority and makes good use of training opportunities and expertise. They have also developed strong working relationships with the local children centre. They have regular visits from a health visitor and work professionally with speech and language therapists and other services to meet children's specific needs. This all helps to ensure expertise available is used for the benefit of the children.

Extensive partnership working with parents enables them to play an active role in their child's learning. Parents are able to contribute to their child's learning journal with their observations from home and ideas for encouraging next steps in learning. Parents' views are valued and there are many opportunities for them to share their opinions; informally

through daily discussions and formally through the use of questionnaires. They are able to talk about any concerns with the staff or management team at any time.

Discussions with parents indicate they fully appreciate what this setting achieves for their children. One parent said 'It's a lovely place' and others spoke about being well-informed about their child's progress. They acknowledge the very friendly, caring and approachable staff and management team, the good interaction between staff and children, and the excellent progress their children make. A wide range of information is displayed throughout the nursery, this makes sure parents are fully informed about how the provision operates. Information is also available about the Early Years Foundation Stage and a lending library enables parents to borrow books about all aspects of child development.

This nursery actively ensures that all children achieve very well and receive any additional support they may need. The management team and staff create an environment that is welcoming, safe and stimulating. Consequently, children enjoy their activities, grow in confidence and develop the skills needed for their future 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

<b>Unique reference number</b>	EY331756
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	917978
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	52
<b>Number of children on roll</b>	150
<b>Name of provider</b>	MC and SH Cawley Ltd
<b>Date of previous inspection</b>	21/04/2009
<b>Telephone number</b>	01249 652004

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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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