

Pathways Day Nursery Henley-in-Arden

Henley-in-Arden Community Primary School, Arden Road, HENLEY-IN-ARDEN, West Midlands, B95 5FT

Inspection date	02/05/2013
Previous inspection date	20/03/2009

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

- Staff demonstrate good understanding of how children learn. Through successful teaching methods children enjoy interesting and challenging experiences, which extends their learning effectively.
- Children's sense of security is promoted by the effective key person system, which helps them to form strong bonds and emotional attachments.
- Relationships with parents are good. Discussions are purposeful and impact well on the subsequent care offered and received by the children.
- Children's achievements over time are effectively supported. This is because there is a strong commitment to improve the provision through the nursery's ambitious and well-targeted action plans.

It is not yet outstanding because

- There is scope to enhance the stimulating environment further by maximising the spaces and extending the variety of resources available so that the youngest children can explore and move more freely and use their senses to the very optimum.
- There is room to improve the staff's very good understanding of the contributions made by everyone in the nursery and share best practice, which impacts positively on the environment and experiences for children.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the nursery.
 - The inspector spoke with the managers, staff and children at appropriate times throughout the observations.
 - The inspector looked at documentation, including children's assessments, planning and a selection of policies and procedures.
- The inspector also took into account the views of parents in information included in the nursery's evaluations and action plans and from observing staff's interactions with parents during the inspection.

Inspector

Lucy Showell

Full Report

Information about the setting

Pathways Childcare Centre at Henley-in-Arden was registered in 2008 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a separate building on the grounds of Henley-in-Arden Community Primary School, in Warwickshire, and is managed by Pathways Nurseries and Childcare Centres Ltd. The nursery serves the local area and is accessible to all children. It operates from one main room and there is a fully enclosed area available for outdoor play.

The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and above, including one who holds a Masters Degree in Children and Society and two who are working towards foundation degrees in early years. The nursery opens Monday to Friday, for 48 weeks of the year. Sessions are from 7.45am until 5.30pm. Children attend for a variety of sessions. There are currently 24 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- refine well-planned areas to allow maximum space for young children to move and explore and provide more variety of novelty and natural resources in the environment to encourage use of all their senses

- enhance the professional relationships through peer on peer observations, which focus on valuing their strengths, skills and knowledge and celebrate the contributions made by everyone in the nursery, so that children receive the best possible learning opportunities and environments.

Inspection judgements

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

Children are supported well by staff who have secure knowledge of how children learn. Children's starting points are assessed well on entry. For example, at initial visits parents are invited to share information about their child's development. This valuable detail, such as likes, dislikes and favourite activities, is used effectively to support the staff's

observations of the children. As a result, staff learn about the children's preferences and skills and build on these to help children to settle well into the nursery.

Staff use assessment effectively to identify children's next steps in learning and plan activities to enable them to make good progress. Children's development is also monitored well because staff track the impact of the experiences provided on children's learning. As a result, staff ensure there is a variety of interesting activities across the seven areas of learning. Staff complete all required progress checks and share these well with parents. This means that parents are fully aware of their child's development and are made aware of any areas where their child's progress is less than expected. This information is used well in order to gain appropriate support at an early stage so that no child gets left behind.

Alongside the staff's observations of children, parents are invited to share ongoing information about their children's learning at home. This information is then used to plan and provide complementary activities so that children's learning is supported well, both at the setting and at home. In addition to this, staff encourage parents to attend open days, workshops and special events or experiences. For example, parents are invited to share their expertise and be involved in interesting activities, such as the paramedics who bring their ambulances and first response vehicles, for the children to investigate.

Children enjoy their experiences at the nursery and are eager to engage with staff and peers. The staff's interactions and teaching techniques are positive and show their good understanding of how to encourage and capture children's interests. The environment is used well as children are free to select from the variety of age- and stage-appropriate resources on offer. For the youngest children, there are many opportunities to play with the other children. For example, they play in the mud outside together and inside they sit at the tables to paint and create. Within the under two's area, children enjoy many interesting activities as they lift the flaps in books, turn dials and press buttons on the activity toys or climb in and out of the tent as they play peek-a-boo. However, children are sometimes less able to use their senses to explore and investigate fully. This is because there are fewer opportunities to access natural and novel experiences and space is hampered by lots of other equipment.

Older children relish the indoor and outdoor opportunities that are available. They enjoy a wealth of rich resources in the writing area where they can write for various purposes with different labels and stencils for inspiration and to copy. On the computer, children play matching and sorting games with confidence as they use the mouse and the keyboard. Children sit with staff engrossed and laughing as they play lotto games. They help one another to take turns and to identify the different sounds and corresponding pictures on their boards. They receive plenty of praise and encouragement and enjoy it so much they ask for it again and play a second time.

Following on from children's interests and a recent child-initiated theme, children take pride as they paint daffodils using real flowers to copy and interpret into their own creations. As part of their theme on growing, children explore tadpoles in a tank. Children are fascinated as they look at the tadpoles and confidently ask the staff questions and respond to questions which stimulate ideas and suggestions. For example, they discuss

the best places to take the tadpoles when they are ready to be released. To support this, staff provide pictures of the lifecycle of a frog and together they are making an interactive display of five little speckled frogs.

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

Children play in relaxed and welcoming surroundings. Each of the spaces are well resourced and set out, with good use of the equipment supporting children's learning and development further. There are many brightly coloured displays and notices which include photographs of the children and a wealth of useful information about the nursery and early years practice. In addition to this, the examples of the children's pictures and paintings, which decorate their surroundings, help children to reflect on their successes and supports their self-confidence and self-awareness well.

The key person system is effective in meeting children's individual needs. This means that children feel safe and secure and the close bonds formed with staff promote good levels of well-being. Children's care routines are adhered to and a clear exchange of regular information between parents and staff ensures that changing needs are consistently met. Transitions into school are seamless with plenty of information shared effectively and valued settling-in sessions at their new schools. A real strength of the nursery is the successful partnership with the school onsite where most of the children will attend. Children attend regular events and sessions are shared with their future class teachers. For example, children go over to the school and join a music session with the class and their teacher. Children are comfortable in their surroundings. They are familiar with the layout of the school and interact appropriately with many of the teachers as they become more confident.

There is a positive shared approach at the nursery with regard to children who have special educational needs and/or disabilities or who speak English as an additional language. Staff are very focussed on ensuring that all children are valued in the nursery and adapt their practice to meet each child's needs effectively. They maintain a good level of communication with parents and actively seek advice and guidance from other professionals in order to gain knowledge and skills to ensure all children's needs are met. Staff recognise diversity as a strength and are happy to celebrate festivals and events to promote children's understanding of different cultures. Staff create an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in self-esteem.

Children are showing good awareness of their own and others' safety. They are encouraged to tidy up when they have finished activities and to take care of the resources and equipment. This practice supports the nursery's risk assessments and helps children to manage their surroundings to ensure safety and minimise hazards. The staff are good role models and use consistent strategies and age- and stage-appropriate explanations to provide children with a clear knowledge of acceptable behaviour. Children receive gentle reminders during play so that they clearly understand expectations and how to conduct themselves appropriately.

Children are developing good independent self-care skills. Some use the toilet with confidence and ask for help if needed, while those in nappies are cared for effectively. At snack and mealtimes, children help to serve their food and pour drinks, with a member of staff at hand to help. Children enjoy sitting together sharing stories and daily news as they eat their packed lunch or 'school meal'. These opportunities help children to make good choices and promote their understanding of their own health and dietary needs.

The outdoor and physical opportunities help children to understand the importance of fresh air and exercise. Children dig in the soil and collect more water from the water tray to make into mud. There are bikes, cars, balls and hoops, which children share well with their friends as they take turns and swap. There are new and exciting opportunities with different zones, such as the 'Forest School' area, where children are inspired to build 'fires', make dens and hunt for bugs. On the patio area they enjoy mark making with chalks or water and paintbrushes. Children enjoy regular outings to the local shops and 'Welly Walks' over to the park and pond. Children use the school grounds for larger play and join in with sports day and games lessons. All of these experiences help children to become more aware of their surroundings. This develops their confidence and understanding of the world around them, secures their future learning and ensures they are ready for school.

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

Children learn and develop well and are kept healthy and safe. This is because staff have very good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. There is a broad range of well-written and effective policies in place to support the management of the nursery and staff's clear knowledge demonstrates a significant level of understanding of the procedures to follow. For example, children are protected because staff respond effectively to any safeguarding issues of concern and are vigilant when dealing with allegations in an appropriate manner. This is a particular area in which the nursery has secured practice. In addition to this, there are robust procedures in place with regard to staffing within the nursery, making referrals and notifying Ofsted of incidents.

There are clear recruitment and vetting systems in place to ensure all people working with the children are suitable to do so. Senior managers monitor the impact of performance management to ensure they effectively tackle underperformance and identify suitable training. Staff cascade information from training and early years events to extend team knowledge and skills. To enhance this further, there is scope for the staff team to develop their professional relationships by observing and appraising one another's achievements. This is in order to consistently continue to help staff to promote the sharing of knowledge which will maximise the opportunities and experiences for children.

Staff are fully aware of the importance of assessing and monitoring the planning and delivery of the educational programmes and seek advice and guidance effectively. For example, they work well with other local providers, and their local authority advisory team, to share ideas and identify best practice and use quality audits as a welcome support. The

valued opinions of parents and other childcare professionals are collated and used to complete evaluations and action plans. As a result, the nursery is focussed on the priorities for development in order to continue to improve for the benefit of children and their families.

The welcoming environment provides children with space to relax, unwind and have fun. Staff share information very effectively with parents and other providers and valuable information is given to future providers or teachers so that individual learning can be continued. These partnerships are well established and ensure smooth transitions. In addition to this, there are good communication links with other settings that children attend in parallel with the nursery. Staff actively share details of children's individual needs, skills and characteristics in order to enhance their learning and development in consistent and complementary ways. For example, they work closely with other professionals, such as childminders and local family support teams, and are actively involved in referral processes, ensuring all families get the support they need.

The Childcare Register

The requirements for the compulsory 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	EY364432
Local authority	Warwickshire
Inspection number	911192
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	24
Name of provider	Pathways Nurseries and Childcare Centres Ltd
Date of previous inspection	20/03/2009
Telephone number	01564 795494

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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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