

# Forest Nursery

Forest Lane, Pewsham, Chippenham, Wiltshire, SN15 3QU

## Inspection date

06/06/2013

Previous inspection date

12/05/2009

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

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 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff form positive relationships with the children. Staff are kind, warm and caring towards the children and encourage them to make friends with one another.
- Staff interact well with the children. Staff listen to what the children say and show an interest in them. This supports children's language development and helps them develop high-levels of positive self-esteem.
- Children learn about healthy lifestyles as they enjoy regular fresh air, exercise and nutritious snacks and meals.

### It is not yet good because

- Staff do not always plan challenging and enjoyable experiences for children based on their individual interests and learning styles, particularly those boys who are more active learners.
- Staff do not always allow children to explore a wide range of media and materials to enable them to represent their own ideas through creative activities.
- Staff do not make the most of routine activities to further encourage children's self-care and problem solving skills.

## 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

- Two inspectors carried out the inspection.
- The inspectors had discussions with the provider and staff at appropriate times.
- The inspectors observed the children playing with staff both indoors and outdoors.
- The inspectors sampled a range of documentation including policies, staff files and children's progress records.

## Inspector

Charlotte Jenkin

## Full Report

### Information about the setting

Forest Nursery registered in 1995. The nursery operates from a purpose built facility. It is situated on the Pewsham estate, in Chippenham, Wiltshire. There are two playrooms, one upstairs for two-year-olds and one downstairs for children aged three and four years. The nursery is open from 8.30pm to 5.30pm, Monday to Friday for 49 weeks of the year. Children have access to an enclosed outdoor play area. There are currently 55 children in the early years age range on roll. The nursery receives funding for the provision of free early education for children aged two, three and four years. Children come from the local area. The nursery supports children with special educational needs and/ or disabilities. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery employs 6 staff, of whom all hold appropriate early years qualifications at level 3 and above. The owner is working towards a qualification at level 6.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve planning to take full account of children's interests and learning styles to make sure that all children experience challenging and enjoyable activities that promote their all-round learning and development, with particular regard to those boys who are more active learners

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

- increase children's creativity by offering more opportunities for them to explore a range of media and materials and to use these to represent their own ideas
- improve the use of routine activities to develop children's independence and problem solving skills, for example, by asking them to lay the table at lunchtime.

### Inspection judgements

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

Most children arrive happily at this welcoming and friendly nursery. Staff who know

children's individual care needs well offer those children who find it difficult to settle, warm and caring support to separate from their parents. Staff work closely with parents when children join the nursery to find out their child's backgrounds, likes, dislikes and abilities. This helps staff take account of children's needs from the outset. In addition, parents receive regular information about their child's progress through informal chats, regular written summaries and parents' evenings. This contributes to the sharing of information for the progress check that is required when children are aged between two and three years. Children also take home books and activities to share, which further involves parents in their children's learning and offers continuity between the home and the nursery.

Staff monitor children's progress through observations and assessments and, overall, they plan a suitable range of activities to help children move on to the next step in their learning. However, planning does not take full account of children's interests and learning styles. For example, a group of boys focus much of the play they initiate on their favourite television characters, engaging in role play and running around excitedly. They show little interest in many of the planned activities other than painting and construction. Staff have not thought carefully about how they can organise the indoor and outdoor play spaces to capture the boys' imaginations and interests to enhance their learning experiences. For example, to help them develop a positive attitude towards their learning in all areas, such as, engaging in more creative activities and developing early writing skills. Nonetheless, overall, children are reaching expected levels of development and are gaining the necessary skills they need in order to help them for their move on to school.

Children develop suitable levels of communication and language skills and are confident speakers. They are keen to explain what they are building when constructing cars and fire engines with bricks and wheels, or talk about the pictures they are drawing. Staff are skilful at asking the children open-ended questions to extend their language and thinking. Some staff use children's interests to engage them in conversation. For example, when they want to make a specific model, such as asking, 'How can we make a Batmobile?' and 'What does it look like?' This encourages children to talk about the movie they have seen, how the Batmobile has 'long spoilers on the back' and that it 'goes really fast at a thousand miles an hour!' Staff interact well with the children and show a genuine interest in what they have to say. This demonstrates children are comfortable in their surroundings and are confident in expressing their thoughts.

Children enjoy listening to stories and happily talk about what they see in the pictures and what they think might happen next. Staff ask the children what kind of boat they think is in the story, and there are several replies of 'a canoe', 'a ship' and 'an upside down umbrella'. This helps children develop their vocabulary and enjoyment of books. Children also demonstrate they are developing appropriate mathematical skills. When singing number rhymes they count with confidence and, when building towers, they use language such as 'taller, bottom and top'. Staff also help children to understand positional language, explaining that the bricks fit at the 'side' or on the 'back' of the model. Some children enjoy drawing and are confident in talking to staff about what their pictures mean. However, at times creative activities are adult-led and staff expect children to decorate pre-cut shapes, such as sea animals. This limits children's ability to explore a range of

media and materials and to use these to represent their own ideas.

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

Each child has a special adult who is responsible for settling children in, making relationships with them and their families and for monitoring their development. Staff also get to know the individual children's backgrounds and family circumstances well and tailor care to children's individual needs. As a result, children form secure attachments with staff and readily approach them for comfort, to talk to and to play with. Staff help children learn how to keep themselves safe in the nursery. When children, for example, run around the construction table, staff quickly offer gentle reminders about how it is not sensible to run indoors as children may trip over the bricks on the floor. Overall, children's behaviour is good. Staff offer gentle reminders to children when they struggle to share and use appropriate techniques to diffuse any minor disputes. Staff are also positive role models, treating one and another and the children with respect. Therefore, children make friends and form appropriate relationships with adults and other children.

Children have plenty of opportunities to develop an understanding of a healthy lifestyle. They are generally able to play outside when they wish and enjoy plenty of fresh air and exercise as they run around, balance and jump across stepping-stones. Staff help children understand the effects of exercise on their bodies, discussing why they are 'red in the face' after running. Children enjoy healthy and nutritious snacks and meals in the nursery and parents appreciate the menu on display, so they can talk to their children about what they are going to have to eat each day. Children have also taken part in projects that help them understand the effects of healthy foods on their bodies. Children have some opportunities to develop independence, such as when washing their hands and pouring their drinks at snack time. However, at times staff do not make the most of daily routines to promote children's independence further. For example, staff lay the table and set out the chairs, while children sit for long periods, rather than involving them. Staff say there are not enough forks and chairs and get some more, rather than seizing this opportunity to involve children and promote their problem solving skills in the process.

Children play in a bright and welcoming environment where there are plenty of displays of the children's work. This helps children develop a sense of belonging. There is a wide range of resources available for the children that they can help themselves to. Hence, they are able to make some choices in what they wish to play with. For example, children take paintbrushes and water outside so they can paint the shed and fence.

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

Arrangements for safeguarding children are satisfactory overall. Staff have a clear understanding of child protection issues. They are aware of the possible signs that may

mean a child is at risk of harm and the procedures to follow should they have a concern about a child. Staff are clear on how to maintain a safe environment for the children and carry out regular safety checks of the premises. They also help children understand their responsibility in helping keep the play areas safe and free from hazards. The new director of the company has checked that all nursery staff have completed criminal records checks and has suitable recruitment procedures in place for employing new staff. Systems to ensure the ongoing suitability of staff have only recently been initiated; meetings with staff have begun and appraisals and one-to-one meetings are scheduled. Staff show a willingness to complete training for their professional training and to improve outcomes for children.

Overall, the director is aware of her responsibility in delivering the learning and development requirements. Children's progress is monitored and gaps in children's achievements in areas of learning are identified. However, staff have not yet implemented new ideas in order to address these and as a result, those boys who are active learners in particular are less engaged in activities in some areas of learning.

The director has started to evaluate the nursery provision and has identified some areas for improvement. There are clear action plans in place to improve the use of the outdoor area and to promote more learning opportunities across all areas of learning. The provider is also implementing a 'listening project' and will involve children in this process, finding out what they enjoy doing outdoors and what toys they want available for them. She has welcomed the recent visit from the local authority and is acting upon recommendations made. This demonstrates she is committed to making improvements to the nursery.

Partnerships with parents are strong at this nursery. Parents receive regular information regarding the nursery, their child's day, as well as their progress. Parents enjoy the activities and books they take home to share with their child and the contact book, where they can contribute to their child's learning. Parents appreciate the 'caring staff' and love the 'home from home' feel of this welcoming nursery. Staff have developed very close links with the local feeder school and children benefit from visits to the Reception class for story time. Links with other schools children move on to are also developing well and teachers visit the nursery to gain information from staff about the children and to meet with them. This helps children prepare well for their move to school. Staff also have close links with other professionals working with the children, including staff from the local opportunity group. This means that children with special educational needs and/ or disabilities receive consistent support from both the nursery staff and staff at other settings they attend. Consequently, they are helped to reach their full potential.

### **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>	EY245238
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	832961
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Forest Nursery Limited
<b>Date of previous inspection</b>	12/05/2009
<b>Telephone number</b>	01249 462626

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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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