

Seedlings Day Nursery

Warwick H R I, Wellesbourne, WARWICK, CV35 9EF

Inspection date	04/06/2013
Previous inspection date	07/12/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children's learning and development is enhanced by the thoughtfully organised and stimulating nursery environment. Excellent use of space, combined with a wide range of resources, inspires and motivates children to play and explore.
- Staff are kind and caring, and exchange regular information in respect of individual children's home routines, needs and preferences. As a result, children settle quickly and parents are reassured that their children receive consistency of care.
- Children with special educational needs and/or disabilities are effectively supported. This is because staff successfully work in partnership with parents and other professionals to secure appropriate advice and support.

It is not yet outstanding because

- There is scope to enhance performance management systems and thus experiences for children. For example, by introducing more opportunities for staff to observe and learn from each other and receive constructive feedback on their practice.
- Opportunities to help parents gain a greater understanding of teaching and learning, and maximise their children's learning potential are not fully utilised.

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 activities throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the nursery owner, the manager and staff at appropriate times throughout the day.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the nursery.
- The inspector interacted with children throughout the inspection.
- The inspector conducted a joint observation with the nursery manager.
- The inspector conducted a tour of the premises during the inspection.

Inspector

Carol Johnson

Full Report

Information about the setting

Seedlings Day Nursery is owned by Polkadot Nurseries Limited. It was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a purpose-built building within the grounds of Warwick University, Wellesbourne Campus in south Warwickshire. There are fully enclosed areas surrounding the nursery building that are used for outdoor play. The nursery serves the local area and is accessible to all children.

The nursery operates Monday to Friday from 7.30am until 6pm throughout the year. Children attend for a variety of sessions. There are currently 53 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.

A team of nine staff care for the children and of these, eight hold appropriate early years qualifications at level 3. The nursery is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- enhance performance management strategies and the continuous professional development of staff by; extending opportunities for staff to observe and learn from each other, and then receive constructive feedback on their practice

- introduce more varied strategies for encouraging parental involvement in children's learning at home and in the nursery, so that children's learning potential is maximised. For example, invite parents to workshops that provide a forum for information sharing and to discuss various aspects of parenting, such as child development and the value of play.

Inspection judgements

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

Children make good progress in their learning and development. This is because staff understand how children play and learn, and the quality of teaching is good. Staff liaise with parents and other professionals and regularly observe and listen closely to children.

As a result, they are well aware of individual children's needs, personalities and preferences. Activity planning is precise and staff provide a good balance of adult led and child-initiated experiences that encompass all areas of learning. Key persons are clear about what they hope individual and groups of children will learn and a good focus is placed on promoting the prime areas of learning. Consequently, children are progressing well in these areas and have a firm knowledge base from which they can learn new skills. For example, children's physical skills and confidence is developed through plenty of physical exercise and outdoor play. Staff plan lots of experiences that encourage children to expend energy and develop balance and co-ordination. In addition, children enjoy regular visits from outside professionals who help develop children's agility and ball skills and provide music and movement sessions. The nursery also embraces national initiatives such as 'Every Child a Talker'; a project designed to help staff and parents effectively promote and support children's language skills. Staff make time to talk and listen to children, both on a one-to-one basis and in groups. They ask children open-ended questions and these help to extend conversations and encourage children to think and solve problems. Staff recognise that some children, for example, those who speak English as an additional language or have special educational needs and/or disabilities may find communication and understanding difficult. Therefore, staff simplify their language, take care to pronounce words clearly and use a mixture of gestures and visual aids. As a result, parents and staff are working in partnership to enhance children's language and communication in a fun and supportive manner.

Key persons maintain clear and informative learning and development records for each of their key children. These records include examples of children's work, photographs, staff observations and children's progress summaries. Learning and development records are regularly shared with parents and they are invited to come into the nursery to discuss their child's progress. A website, newsletter and displays around the nursery provide parents with additional information about the range of experiences enjoyed by their children. In addition, staff provide parents with some ideas as to how they can support their children's learning at home and in the nursery. However, opportunities to enhance parental knowledge of how children develop and learn, and maximise children's learning potential, are not fully exploited. For example, parents are not invited to workshops that provide additional opportunities to share information and discuss various aspects of parenting.

The nursery environment, both indoors and outside, provides children with an array of rich and interesting opportunities to develop and learn. For example, the outdoor area inspires children to explore and investigate using all of their senses. Children's curiosity is aroused by insects they see in the grass and on flowers. Children explain how the flowers on strawberry plants will turn into fruit and talk about how they need to be careful near stinging nettles. Children clearly enjoy their time at the nursery and are confident and self-assured. There is lots of laughter and children are actively engaged and interested in available experiences. For example, toddlers independently explore the texture of a rice cereal placed in a low tray on the floor. They show fascination and curiosity as they scrunch the cereal in their fingers and scoop it up with various containers. Outside, older children eagerly take part in a game of 'What's the time Mr Wolf?' led by a member of staff. They have fun but at the same time learn to listen to instructions, take turns and count.

Staff successfully provide lots of experiences that prepare children for their future learning and transition to other settings. For example, staff help children to recognise the letters in their names by labelling their drinks bottles and coat pegs. Counting is encouraged throughout daily activities, for example, when children line up to go into the play area. In addition, children of all ages engage in lots of experiences that allow them to make marks using a variety of implements and materials. Consequently, they develop pencil control and begin to write for a purpose.

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

There is a very relaxed and happy atmosphere within the nursery. This is because staff are warm and approachable, and children are settled and confident in their surroundings. Many of the children are developing friendships with their peers and good relationships are evident between staff and children. Staff promptly recognise when children are tired or hungry and are at hand to provide support, reassurance and interaction. A well-established and effective key person system helps children feel cared about, valued and respected. It also supports children's transition into the nursery and between rooms in the nursery. The key person asks parents about home routines, children's comfort items, health needs and any areas of development requiring support. This enables staff to offer dependable and nurturing support for each child that reflects their needs and parental wishes. Furthermore, it shows parents that staff value information about the way in which their children behave and learn at home. The nursery has forged relationships with local schools and this supports children moving on to these establishments. School staff are invited into the nursery to meet the children prior to the move and staff talk to children about what to expect. Consequently, these children are reassured and provided with opportunities to get to know school staff and express their emotions about the move. Furthermore, nursery staff are able to share valuable information with the schools to support individual children's progress and well-being.

Staff relay and instil ambition in the children and cultivate high levels of self-esteem and morale. As a result, children are motivated to 'have a go', persevere with experiences and develop self-care skills. For example, children use cutlery at mealtimes and are keen to try and put on their shoes ready for outdoor play. A good selection of resources is safely stored within children's easy reach; this includes toys, craft materials and books. As a result, children make choices about their play and learning and are developing independence. Good toileting practices were observed during the inspection and these accurately reflect children's age and stage of development, and meet their individual needs. For example, many of the three- and four-year-old children demonstrate independence with regards to toileting and visit the nursery bathroom as and when they feel the need. Staff encourage this independence and are at hand to monitor safety and provide any necessary support. Staff do not always accompany these children into the bathroom but ensure that children are within their sight or hearing. Good hygiene procedures are in place and followed by staff; these include the use of disposable aprons and gloves during nappy changing.

The outdoor environment is a significant strength of the nursery and contributes greatly to

children's well-being and health. The nursery benefits from a rural location and the building is surrounded by plenty of outdoor space that is regularly used by all the children. There are areas for children to dig and they have planted and tended various flowers, fruits and vegetables. These growing experiences teach children where some food comes from and supports their knowledge and understanding of healthy foods. Children enjoy a variety of healthy meals and snacks, and mealtimes are successfully organised to promote safety and children's social skills. Staff sit with the children and encourage manners, independence and conversation. Children learn to serve their own food and use cutlery, and are encouraged to try a range of different foods.

Staff manage children's behaviour calmly and consistently, and provide children with positive role models to follow. On the whole, children behave well. They show by their words and actions that they understand nursery rules and staff expectations for their behaviour. For example, three-year-old children show care and consideration for others and describe how they must share and take turns in their play. Children learn how to protect themselves from harm because staff talk to them about possible dangers and alert them to potential risks. Staff promote safe practices, lead by example and provide children with appropriate challenges. As a result, children develop their own assessment of risk and make decisions about how much risk they want to, and can safely take during their play.

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

The provider demonstrates a good understanding of her responsibility to meet the requirements of the Statutory framework for the Early Years Foundation Stage. Comprehensive and regularly reviewed, written policies and procedures are in place and these reflect staff practice. Documentation, including accident and medication records, is effectively maintained and contributes to the safe and efficient management of the nursery.

Staff are vigilant with regards to safety and carry out thorough daily visual risk assessments of the nursery environment and resources used by children. They understand that children's safety is paramount and are alert to the possible signs and symptoms of abuse. All staff have received some safeguarding training and know what to do should they have any concerns. The nursery safeguarding policy includes all required information and children are only released into the care of authorised individuals. Robust recruitment, induction and vetting procedures ensure that all staff are suitably skilled, qualified and safe to fulfil their role.

Leaders and managers show a good appreciation of the nursery's strength and priorities for improvement. Management invite parents, staff and other professionals to share their views. For example, they gather views through annual questionnaires and everyday discussions. Staff watch children to gauge their reactions to experiences and talk to them about what they have enjoyed and would like to do next. Leaders and managers demonstrate a strong desire for improvement and communicate high expectations to an enthusiastic and dedicated staff team. They regularly network with other professionals to exchange ideas and welcome and reward staff innovation. Consequently, staff are

constantly looking at ways to improve their practice and the experiences they provide for children. The nursery has a strong capacity for improvement and this is illustrated by a variety of changes made since its last inspection. For example, staff encourage parents to share more information about what their children know, like and can do. As a result, staff are better informed to plan experiences that support children's progress and reflect their individual needs. Furthermore, the 'Nature Classroom' has been developed and a wider range of sensory resources have been introduced to the outdoor areas. Consequently, children have increased opportunities to explore and investigate using all of their senses.

Leaders and managers regularly monitor and review the quality of staff practice, the nursery environment and the educational programme. Regular staff meetings provide opportunities for management to share important information, staff to exchange ideas and for all to discuss any issues or concerns. Staff professional development is actively encouraged and staff have attended a variety of courses that contribute to enhanced experiences for children. For example, several staff have recently received training to help raise their awareness of additional ways to support children's social and emotional development. The nursery manager is a visible presence in the main nursery and routinely observes staff, and provides some feedback on their practice and performance. However, there is scope to encourage more sharing of expertise and knowledge between individual members of the staff team. For example, by providing more opportunities for staff to observe each other and subsequently, receive constructive feedback to enhance future practice.

Partnerships with parents and others are good. The staff team works hard to make everyone feel welcome and respected; a wealth of information is displayed around the nursery for parents, carers and visitors to view. For example, a screen in the foyer displays a summary of children's activities throughout the day, and displays of children's artwork enhance the nursery environment. Parents receive regular newsletters and the nursery website includes suggestions of learning activities they can do with their children at home. The nursery has established good links with other professionals and effectively supports the inclusion of children with special educational needs and/or disabilities. Staff are aware of local support mechanisms and work closely in partnership with parents and other professionals.

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	EY432237
Local authority	Warwickshire
Inspection number	917795
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	43
Number of children on roll	53
Name of provider	Polkadot Day Nurseries Ltd
Date of previous inspection	07/12/2011
Telephone number	01789841589

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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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