

# Warsash Day Nursery

The Old School, 128 Church Road, Warsash, Southampton, Hampshire, SO31 9GF

<b>Inspection date</b>	31/05/2013
Previous inspection date	17/11/2008

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

- The key person system works extremely well, which ensures relationships with children and parents are very strong.
- Highly successful strategies engage all parents in their children's learning both at home and in the nursery.
- High quality teaching and learning experiences take place in the pre-school room which ignite children's interests.
- An extremely rich and stimulating environment is on offer to children both indoors and out.
- There is excellent emphasis by management on ensuring the nursery meets the safeguarding and welfare requirements.

### It is not yet outstanding because

- Management do not always consistently monitor individual staff practice, resulting in the interaction and support babies receive not being of the same high standard as elsewhere in the nursery.

## 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.

## Inspection activities

- The inspector observed play and learning activities and tracked children, indoors and out.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the manager and training and development manager regarding leadership and management.
- The inspector looked at a sample of children's progress records and planning, and had discussions with staff relating to safeguarding and welfare.
- The inspector spoke to some parents to gain their views of the setting and looked at the questionnaire.

## Inspector

Lorraine Wardlaw

## Full Report

### Information about the setting

Warsash Day Nursery operates from the old school building in Warsash, Hampshire. It is part of the Asquith Nurseries Ltd chain of privately owned nurseries and serves the wider community. The nursery operates from two adjoined buildings. There are two fully enclosed outside play areas and the whole nursery is fully accessible. The setting opens from 7.30 am to 6.30 pm Monday to Friday, 51 weeks a year. Children attend a variety of sessions. The setting is registered on the Early Years Register and accepts children from 12 months to 5 years. There are currently 98 children on roll. The pre school is registered to accept nursery funding. The setting is able to support children with learning difficulties and disabilities as well as those who speak English as an additional language. There are currently 26 members of staff employed to work with the children, one of whom holds qualified teacher status and four have Foundation degrees to level 5 in early years. Nineteen staff hold a level 3 qualification in early years.

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

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

- Develop further the monitoring of staff practice and skills in the baby area, to ensure an exceptional educational programme is in place for all children to reach their developmental milestones.

### Inspection judgements

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

Children demonstrate their eagerness and delight at being in the setting alongside practitioners who support their needs well. This is because the adults engage in children's play, interacting with them well to foster their curiosity and develop their love of learning. Overall, the adults have a good understanding of the Early Years Foundation Stage framework and of how young children learn. Effective child-led planning builds on children's skills, knowledge and interests which means that children are making good or better progress towards the early learning goals, particularly in the pre-school and toddler area. Staff working in the older age groups are extremely knowledgeable about the needs of the children and are skilled at tuning in to each individual child and tailoring practice to suit them. Teaching support in this room for children with special educational needs and the more able children is excellent because the special educational needs co-ordinator is passionate and knowledgeable about her work. Planning of the educational programme is responsive to children's needs and ideas which means that staff are able to offer good challenge on a day-to-day, week-by-week basis. This has an extremely positive impact on

the older children's enthusiasm and motivation to learn, in addition to building on their current skills and knowledge. For example, in the pre-school children are highly engaged indoors in exploring balloons and letters made of ice, which leads on to extended learning outdoors. The adults ask many open questions to promote critical thinking skills and scientific discovery, alongside maths and literacy learning opportunities. An adult asks 'What happens if you leave ice out?' which meets with the response, 'It melts, it goes into water'. Children talk enthusiastically, make comments, predictions about melting ice and link letters to sounds and words. They use a stop clock on the interactive wipe board, talk about and problem solve with numbers, gaining an awareness of time. In addition, they are encouraged to measure the melting ice balloons with string.

Babies are well cared for by their key persons who are understanding and responsive to their needs. The adults cuddle and talk to them about what they are doing to promote their communication and language skills. They encourage social, interactive play with one another when babies explore the rattles and musical toys. Babies enjoy a varied programme of play and learning experiences throughout the day, which includes walks in the local environment, singing and exploring books. However, babies' learning and development needs are not exceptionally well met because the planning and interaction of staff is not of excellent quality. The key adults refer to their babies' 'next steps' written on the wall planning sheet and do not always consistently demonstrate in practice how they are effectively implementing this. For example, by putting toys out of reach or on a low table to promote movement skills. An interactive, social and well-planned snack time means that toddlers are making good progress in their key areas of development. Toddlers show enthusiasm and are well motivated during the interactive story, the singing session and while talking to their key adult about their holiday. They show good levels of understanding and speaking skills, so they are ready for their next stage of learning. Parents are involved in children's learning processes at the nursery through excellent systems such as the 'Home learning stories'. Parents record children's play and activities at home and staff record what learning is taking place and how it can be extended further.

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

The nursery offers a stimulating, child friendly and enabling environment where children and their families feel welcomed, very settled and happy. The attractive and rich play spaces with well chosen play resources, furniture and equipment effectively support children's all round development. The pre-school room is exceptionally well laid out with extensive resources available to children. Children's very good art work, such as their observational paintings of spring flowers, adorns the walls and interactive displays promote effective learning. The children are cared for by a competent and caring staff team who, overall, have built very good relationships with them. Babies and toddlers have formed strong bonds with their key people because most staff understand the role of the key person well and have received good training by senior management. Young children's sleeping and care routines are followed in line with parent routines and according to each child's individual needs. The adults are very aware of children with medical needs and follow first aid procedures well when children require individual attention.

Toddlers and babies enjoy regular walks in the local community and show eagerness and excitement to go, while being cuddled in the arms of their key adult. There is good emphasis on indoor and outdoor learning, with free-flow play in all weathers. Staff are vigilant at putting sun cream on children and talking to them about why they are putting sun cream on their skin. Children wear hats and play safely in the sun. All children enjoy a nutritious, well-balanced, home-cooked meal, healthy snacks and regular drinks, which they thoroughly enjoy. Personal independence is promoted well at snack and meal times for older toddlers and pre-school children. They serve their own dinner, use cutlery well and pour their own drinks, gaining good self-help skills. The cook and staff are well aware of those children with allergies or food preferences, because a plate traffic light system is in place. Children's behaviour is very good because staff value what children do, have high expectations of them and praise them well in their achievements. Older children know the boundaries of good, safe behaviour and demonstrate their helpful, co-operative social skills throughout the pre-school. Children talk confidently about the 'golden rules' to the adults. Staff gently talk to children about safe play and of the consequences of running indoors. Children are encouraged to attend to their own personal needs such as blowing their nose in a tissue. Overall, children demonstrate their good physical skills because most staff promote this area of learning well. Older children balance and jump on the low climbing apparatus in the garden and use tools and other materials in the outdoor sand pit and construction, digging area which is the inspiration of a small group of boys.

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

The senior management team and staff implement successful, robust policies and procedures to ensure the safeguarding and welfare requirements are consistently implemented throughout the nursery. There is excellent awareness of child protection issues because staff are well trained and procedures are carried out by management to a high standard. This includes notifying Ofsted of significant safeguarding information. Rigorous procedures are in place for recruitment and appraisal of staff, which includes coaching and mentoring support for new staff to develop their skills. Most, but not all, of the staff practice is monitored effectively although this is less consistent in the baby room. Overall, training needs are identified well and courses booked if necessary.

The senior management team offer in-house training alongside external training to ensure staff are fully aware of their roles and responsibilities. The staff team are well trained. Policies and procedures, including those for risk assessment to ensure that the premises and activities are safe, are implemented well. The accurate benchmarking of nursery practice and Ofsted on-line self-evaluation of the nursery gives a clear picture of the strengths of the nursery and areas for improvement. A development plan is in place to ensure the setting is consistently looking at ways to improve the nursery. For example, the different garden areas are being enhanced. Children contribute their ideas to the garden improvements and parents' suggestions from the questionnaire are acted upon.

Partnerships with parents are extremely strong; staff are very welcoming and friendly when parents arrive with their children and have a chat at pick-up time about the child's

day or session. Flexible care arrangements are in place which parents fully appreciate. Parents speak knowingly and glowingly of the nursery and staff, and of the excellent information sharing on all care and learning matters. For example they say, 'I cannot fault the nursery it is brilliant. My child always talks about their key person and co key person and runs in every morning excited to be here'.The nursery's high attention paid to engaging parents in children's learning at the pre-school and at home is impacting positively on children's development. Partnerships with external agencies and other providers are well established. and help to promote consistency of children's care and support for their learning. For example, two-way visits take place to the local school and the manager is heading up a cluster meeting with local early years settings.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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>	EY281058
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	917793
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	72
<b>Number of children on roll</b>	98
<b>Name of provider</b>	Asquith Court Nurseries Limited
<b>Date of previous inspection</b>	17/11/2008
<b>Telephone number</b>	01489 571252 or 01489 582844

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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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