

# Elvetham Heath Day Nursery

Elvetham Heath Day Nursery, The Key, FLEET, Hampshire, GU51 1HA

<b>Inspection date</b>	15/07/2013
Previous inspection date	19/09/2008

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

- Partnerships with parents are strong and staff share and actively encourage the two-way flow of information to ensure they meet individual children's needs.
- Thorough self-evaluation drives improvement continually across all aspects of the setting.
- Staff promote children's early reading skills effectively and ensure they are actively engaged in their learning.
- Safeguarding procedures are robust and effective to promote the welfare of all children.
- Good use is made of the outdoor play areas to ensure all children enjoy a wide range of outdoor learning experiences.

### It is not yet outstanding because

- Some staff do not consistently identify the children's next learning steps to help them progress as quickly as possible.
- Staff do not always ensure all aspects of the outdoor play area is ready for the children's use, which slightly reduces their learning opportunities.

## 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 in all the rooms and outside.
- The inspector had discussions with a parent, the staff and the children.
- The inspector analysed samples of the children's learning stories, planning documentation, and a selection of the group policies and procedures.
- The inspector undertook a joint observation of an activity with the manager.

## Inspector

Lisa Cupples

## Full Report

### Information about the setting

Elvetham Heath Day Nursery opened in 2003. In 2012 the nursery changed ownership. It is owned by Bright Horizons and belongs to a chain of 203 nurseries. The nursery is located in a large housing estate in Elvetham Heath, Fleet. The purpose built premises consist of eight playrooms, a soft playroom and a sensory area, which are over two floors with a lift available to access the first floor. All children have access to secure outdoor play areas.

The provider is registered on the Early Years Register and on both the compulsory and voluntary and parts of the Childcare Register. Children attend the nursery for a variety of sessions and full day care. There are currently 173 children in the early years age group on roll. The nursery provides free nursery education for children aged three and four years.

The nursery opens on weekdays from 7.30am to 6.30pm throughout the year, with the exception of the period between 25 December to 2 January and bank holidays. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language.

There are 55 members of staff who work a variety of full-time and part-time hours. Of these, 29 members of staff are qualified in early years education. There are 14 members of staff currently undertaking training towards a level 3 qualification and 10 are working towards a level 2 qualification. A nursery chef is employed with appropriate qualifications and who receives support from the company chef advisor. The pre-school team includes a qualified teacher who works five days a week and the nursery staff also receive support from an early years advisor. The company also provides support including a head of curriculum, regional trainers, in-house assessors, internal verifiers and health and safety advisors.

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

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

- provide more opportunities for children to investigate and explore outside through readily available activities
  
- strengthen the tracking and monitoring of children's progress to ensure their next steps are identified more regularly.

## Inspection judgements

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

All staff have a good understanding of the Early Years Foundation Stage framework overall. They implement the framework successfully to promote the children's learning in all areas. As a result, all children are making good progress in relation to their starting points on entry. Staff spend time observing what the children can do and gauge their interests to inform the planning. Most staff identify the children's next steps well and use the information gained to plan purposeful activities and experiences. However, some staff do not always identify the children's next steps consistently to fully ensure they continue to progress as well as possible. Staff are skilled at supporting and extending the children's learning. For example, staff ask open questions encouraging the children to think about what they are trying to achieve. This actively promotes the children's problem-solving skills and independence. Children in the pre-school room learn to read and write and their literacy skills are being promoted exceptionally well. Consequently, the early years teacher has introduced a new reading scheme to ensure the children are challenged and continue to be interested in books. Older children write their names clearly on their art creations and some children are beginning to write descriptive sentences about their pictures. Children of all ages have many opportunities to mark make and develop their early writing skills. Babies and young children use an extensive range of media, such as food play, corn flour and water to make 'gloop', crazy foam, sand, water and paint. They use all of their senses to explore their surroundings, using resources such as treasure baskets. This helps the children to begin to make associations from an early age.

All children have access to a wide range of construction toys. They successfully join the blocks together and use their imaginations well. For example, one child makes a 'stingray' and another makes a 'rocket'. Children use large-scale construction toys outside using mathematical language to describe size, position and quantity. They demonstrate good hand to eye coordination as they join the resources together, both inside and outdoors. Children negotiate roles in the 'den' and pretend to be princesses in their castle. Children follow simple rules and often count to solve problems independently. For example, staff ask how many children are allowed in the den at one time and they say three. The children count each other and count to five, they realise there are too many children and discuss who will come back later. Children have opportunities to explore the natural world and look after tadpoles and a worm farm. They enjoy planting outside. However, staff do not always set up the resources effectively in this area to fully promote the children's learning. For example, the 'muddy kitchen' was empty during most of the inspection and many children were disappointed when they went to the activity. Children use their imaginations well during their time at the nursery. They enjoy role play, small world activities, singing and dancing, and playing musical instruments. The younger children laugh and giggle as they make a noise with the instruments.

The nursery has good systems in place to support the children's move to school or the next stage of their learning. Clear hand over procedures ensure staff are fully informed about children's individual needs when they move from one age group room to another. Strong links with local schools ensure children are ready for the change when they go to

school. School staff are invited in to the nursery to meet the children. The nursery early years teacher shares information with school staff by email and telephone. The nursery staff also hold information evenings about going to school to support parents. Consequently, all children acquire the skills and attitudes they need to be ready for school or their next stage of learning.

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

All children are happy and settled during their time at the nursery. Staff spend time getting to know the children and their families well. This enables them to meet the children's individual needs across all age groups. Babies and young children hold their arms up for cuddles and snuggle into the staff at story time. This shows they feel secure at the nursery. Older children confidently share ideas, are keen to try new things because they trust the staff, and feel valued in the setting. This encourages the children to initiate their own play and take part in adult-led activities. Staff complete detailed registration forms for each child and they are updated regularly with parents to ensure they are accurate and reflect the children's needs. Staff work closely with parents to ensure the children's daily routines match those at home to help the children settle. For example, some children have a sleep in the afternoon and some parents prefer the children not to sleep at all. Staff support children who are learning English as an additional language well in the nursery. Staff have a range of techniques to ensure they understand the children's needs and help them to settle in. For example, staff obtain lists of key words and work closely with parents. Staff learn how to pronounce the key words correctly to help children settle in.

All children learn the importance of keeping safe through daily routines, activities and discussions. For example, children know they should wear sun hats outside to keep their heads cool in the sunshine. The youngest children know the routines and as soon as staff mention going outside they find their hats and wait for their sun cream. All children practise regular fire drills with staff to ensure everyone knows how to evacuate the building quickly and safely in the event of an emergency. Children learn to use tools, such as scissors and hammers correctly. Children show an awareness of others when they ride the wheeled toys in the garden and know they can only use them in the sectioned off area. Children explain the rules and say 'We have to stay this end so we don't run the other children over'. All children behave well and know exactly what staff expect from them. Staff implement the clear rules and boundaries consistently across the nursery and children respond well to their high expectations. They tidy away the resources and pick up things that fall on the floor, showing they are taking responsibility for their own learning environment. Older children often ask others if they would like to join in their games, showing consideration for others feelings. Staff are positive role models for the children. They say 'please' and 'thank you' to the children modelling how to be polite and the children follow their example. All children are polite and well mannered and they are developing good listening skills.

All children learn the importance of healthy eating and lifestyles. Children have a wide range of hot nutritious meals cooked on site by the qualified chef. The menus are

displayed for parents and the chef is informed in advance of any special dietary requirements. Effective systems are in place, to ensure all staff and the chef know about any children with allergies. Any meals with special requirements are served on red plates so staff are aware at all times. There are also medical alert boards in the playrooms and lists in the kitchen for the chef's information. Children enjoy fresh fruit and vegetables and talk about foods that are good for them. For example, children talk about their favourite fruit at snack time and then talk about the other foods they can have sometimes as a treat. All children have access to the outside play areas and enjoy a wide range of physical activities both outside and in the soft playroom. They negotiate equipment well as they balance on beams, climb through tunnels and jump. Older children explain that 'exercise is good for your heart and your muscles and makes you bigger and stronger'. As a result, they demonstrate a good understanding of the effect exercise has on their bodies.

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

All staff have a very good understanding of the safeguarding policies and procedures and know how to implement them to promote the children's welfare. Staff are aware of possible signs and symptoms that would raise concerns and know how to record and report any incidents or issues that arise. All staff have completed behaviour management training and completed one-to-one refresher training with the deputy manager. All staff manage the children's behaviour consistently and they are aware of the nursery policies. Robust recruitment and vetting procedures are implemented effectively both by the organisations head office human resources team, and the management team within the nursery itself. All staff and apprentices have been checked to ensure they are suitable to work with children. On arrival at the nursery, all visitors are required to show identification and are turned away if they cannot provide it. Once inside visitors are required to sign the visitor's book to ensure a full record of everyone coming into contact with the children is maintained. Children enjoy a safe and secure learning environment because staff carry out daily checks before the children arrive. Full written risk assessments are in place and staff review them regularly to ensure all areas of the nursery and the play equipment is safe for the children.

The nursery has made good progress since the last inspection and has addressed most of the recommendations. For example, all staff now have annual staff appraisals and monthly one to one meetings for supervision and carry out peer on peer observations. The nursery evaluates all aspects of the provision continuously to identify strengths and any areas for development. All staff, parents and children are included in the evaluation process to ensure all views are used to drive improvement. Staff attend regular training to improve the provision. For example, the manager and the two deputy managers carry out regular appraisals to monitor the effectiveness of staff practice and encourage ongoing training to ensure all staff are up to date with current practice and guidelines. In addition, the management team all spend one day a week working in the rooms to ensure their childcare skills remain current. Staff feel valued and part of the team, taking responsibility for their individual roles, such as special educational needs coordinator and designated behaviour manager. The staff team work with an ongoing action plan with clearly defined

targets and deadlines to drive improvement across the setting, demonstrating a good capacity to improve outcomes for children.

The nursery staff are skilled at supporting children who have special educational needs and/or disabilities. Staff ensure individual support packages are drawn up in partnership with parents and other agencies to ensure all children can reach their full potential. For example, the nursery has strong links with the speech and language therapist to ensure the setting is doing everything it can to support the children and their families. All children benefit greatly from the strong relationships between their parents and the nursery staff. Staff actively encourage the two-way flow of information and parents are able to speak with them at any time. Parents have access to their children's learning stories and are able to take them home. They are encouraged to make comments about their children's learning at home. The nursery also provides 'learning at home' slips to enable parents to extend their children's learning at home if they choose to. Parents are invited to attend parent's evenings to discuss their children's progress in detail twice a year. They receive monthly newsletters and are well informed about their children's progress.

### **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>	EY374149
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	926863
<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>	120
<b>Number of children on roll</b>	173
<b>Name of provider</b>	Casterbridge Nurseries Ltd
<b>Date of previous inspection</b>	19/09/2008
<b>Telephone number</b>	01252 627200

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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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