

Around 3 Day Nursery

Monkton Avenue, Oldmixon, Weston super Mare, North Somerset, BS24 9DA

Inspection date

25/07/2013

Previous inspection date

10/07/2009

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 3

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

- The learning environment and use of displays are effective in supporting older children's learning and development.
- The new manager has a strong focus on driving improvement.
- Children form strong attachments with their key person and are familiar with daily routines.
- Staff listen to children's ideas and incorporate them in daily activities.

It is not yet good because

- Staff do not keep an accurate record of children's attendance.
- Parents do not receive written summaries of children's progress at two.
- Children are not consistently encouraged to develop independent skills, such as helping themselves to water when they are thirsty.
- Experienced staff do not always support new staff effectively to enable consistency throughout 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.

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 made observations of all age groups inside and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector observed staff's interactions with children.
- The inspector talked with the owner, staff, children and a parent during the inspection and fed back at convenient times throughout the inspection.
- The inspector sampled a range of documents including children's learning diaries.

Inspector

Rachael Williams

Full Report

Information about the setting

Around 3 Day Nursery re-registered in 2003. It is situated on the Oldmixon estate in Weston-super-Mare, North Somerset. The premises consist of a single storey building surrounded by an enclosed outdoor play area. The nursery offers a separate baby room for children aged three months to two years and a large playroom for children aged two to the end of the early years age range. The nursery is open for 51 weeks of the year and provides care from 8.30 am to 5.30 pm Monday to Friday. The nursery is registered on the Early Years Register. There are currently 47 children on roll. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The group are in receipt of funding for two-, three- and four-year-olds.

The owner employs a manager who has an early years qualification at level 3. She is supported by seven staff; of these, five have early years qualifications at level 2 or above.

What the setting needs to do to improve further

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

- keep an accurate daily record of the names of the children who attend and the hours they attend
- ensure parents are provided with a written summary of their children's progress at age two and how this can be used to support learning at home.

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

- improve arrangements to support new staff in their role to enable consistency in practice throughout the nursery
- develop further opportunities for older children to be more independent in readiness for their move to school.

Inspection judgements

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

Staff plan a broad range of experiences according to children's current interests and learning priorities. Parents are involved from the onset providing the key person with information on their child's starting points, capabilities and routines. Children enjoy a range of activities that challenge their development and are keen to share their experiences. For example, staff support older children's communication skills well and they confidently describe what they have built with the construction toys and clearly explain how the man has fallen off the castle and needs help.

Staff use circle time well to help children focus for a short period of time in readiness for their move to school. They use appropriate strategies to gain children's attention, such as inviting the children to show them their 'wiggling' counting fingers. Staff model how to count well and children become involved in counting how many children are present. Labelling around the room helps children to learn what numbers look like to reflect that six children are present.

Younger children relish the opportunity to have a quiet time with their key person. They select favourite books and cuddle close to share them. Children point to the picture and show developing understanding of what they see as they use some appropriate language. Staff listen and respond well to the children's questions and use correct words in short sentences to reinforce their language development. Younger children are beginning to persevere with tasks to solve problems independently, such as folding up the water-drawing mat. Young children move confidently. For example, they thoroughly enjoy mounting the interactive rocker and pressing the buttons to make different sounds and the lights flash.

Staff provide various resources to encourage all children, especially boys, to make marks and develop early writing skills. For example, children thoroughly enjoy using their hands, brushes and other tools in the paints to mix colours on the transparent film. After reading a favourite book, children observe and carefully handle a caterpillar. Therefore, staff provide good opportunities for children to explore nature. Staff support children well to learn about story structure and retell stories in their own words. They listen to children's ideas and help them to investigate their theories, such as whether the umbrella will blow away in the wind. Staff support children's role play well, helping them to use the tape measure safely and point to each number in turn as children recite the numbers. Children confidently ask questions to consolidate their understanding. Staff explain how objects are fixed together and encourage children to look at different objects in their environment. For example, as children look for objects that are fastened with a screw they notice the nuts and bolts. They return to the toolbox to find the spanner knowing that this will work better. Staff praise consistently children's use of accurate vocabulary.

Generally, systems to assess children's progress are good, especially for older children where they use detailed observations and learning stories effectively. However, there are inconsistencies in the delivery of these arrangements in some areas of the nursery, such as to identify next steps in learning thoroughly. Staff are aware of the need to complete two-year-old progress checks and have written a short summary of children's progress in the prime areas. However, parents and/or carers have not been provided with this summary and therefore, staff have not discussed the targets and how they can be used to support learning at home. Parents provide information on their child's achievements from

home, such as by using the 'wow' board so that staff, parents and children can celebrate together.

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

Children are familiar with routines and help to tidy away when it is time for a whole group activity. Staff praise children consistently as they listen and follow the instructions well. Children have visual timetables to help them remember the routines of the day, which supports children who are learning English as an additional language. Staff listen to children's ideas and incorporate them in the activities for the day. Consequently they are making choices for themselves in readiness for their future learning. Children form a strong bond with their key person and recognise who is caring for them when they place photographs on the registration board. There are sound systems in place to enable children to feel secure as they move to the older room. For example, there are regular opportunities for younger children to become familiar with the play space and staff as they visit the room for short periods during the day.

Children benefit from a comfortable environment which meets their individual needs. It is evident that staff in the older room have carefully considered the learning environment. For example, displays are attractive and informative and give a clear picture of what children are learning. Staff use open-ended resources productively to enhance children's experiences. For example, children thoroughly enjoy using construction materials with real tools, such as a spirit level. Staff have a good knowledge of children's backgrounds and plan activities that relate to their key children's home experiences. For example, when wearing a high visibility tabard a child exclaims 'like daddy's vest'. Children are aware of expectations as staff give clear explanations when children's behaviour is unsafe. For example, staff are calm and patient as they explain that jumping on their back is painful and that they may fall backwards and bump their heads. Staff gently remind children to remove slides from their mouths with a clear explanation of how they may choke to help them gain an awareness of their own safety.

There are appropriate arrangements to promote children's health and hygiene. Staff are good role models wearing disposable aprons and gloves when they change nappies, clean toilets and serve food. Children are aware of hygienic practices, such as washing hands before they eat. Children are encouraged to make healthy choices and all enjoy a healthy snack. Older children choose their favourite fruit from the bowl eating it whole while younger children enjoy a sliced banana. Parents provide healthy food in children's lunch boxes, which staff store appropriately in the fridge. Staff have acknowledged the need to share information with parents about healthy eating and portion sizes. Children are offered drinks throughout the day, especially when they have been outside in the hot sun. Although older children pour their own drinks at snack time there are missed opportunities to develop their independence further by providing facilities for them to pour their own drinks when they are thirsty. Children enjoy activities that support them to learn about healthy eating, such as growing their own fruit and vegetables.

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

Generally, the staff team have sound understanding of the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. The inspection was carried out following concerns relating to the safeguarding and welfare requirements of child supervision, food and drink, accident or injury, safety and premises. Inspection evidence shows that there were no breaches related to these requirements. However, the inspection found that staff do not complete an accurate record of children's hours of attendance to maintain their safety and not all parents are provided with a written summary of their children's progress at age two. These are breaches in specific legal requirements. On the day of the inspection, it was noted that a school-aged child was attending and that the nursery is not registered on the Childcare Register. The provider is aware of her responsibility to inform Ofsted of any significant changes to her registration and, thus, no compliance action has been taken at this time.

Children are cared for in a safe and secure environment as staff complete suitable risk assessments and daily checks. All children participate in regular fire drills, which support their growing awareness of how to keep themselves safe. There is a buzzer to enter the setting and staff use the camera to observe who is entering the provision. Staff verify visitors' identification and record their attendance at the setting. Staff deploy themselves appropriately to supervise children, such as when they play on large climbing equipment. Staff have clear knowledge of their responsibility to record and report any safeguarding concerns they have about a child in their setting and have an appropriate policy and procedure in place. Accurate systems are in place to record any accidents and staff routinely share these with parents. There are appropriate arrangements to enable suitable staff to work directly with children and the management team to assess their ongoing suitability regularly. This includes satisfactory induction and supervision arrangements overall. However, recent staffing issues have led to inconsistencies in the monitoring of good practice and effective planning and assessment arrangements.

Staff develop professional relationships with parents and support them well in times of need. Staff offer advice and guidance to parents such as, modelling how children learn through play and how to support them in their communication skills. In particular, parents thoroughly enjoy the trips they accompany their children on and find it very beneficial. Parents are happy with the improvements that children are making and find the staff supportive. They value the daily feedback staff give them when they collect their child. There is satisfactory partnership working with other early years settings the children may attend and with health professionals, such as to support children who have special educational needs.

While current breaches in the learning and development and safeguarding and welfare requirements have not been identified, the new manager is enthusiastic and has a strong focus on driving improvement now that there is a stable staff. She has established some key actions to improve the outcomes for children using the local authority's quality improvement plan, such as developing the outdoor area further to incorporate a 'mud kitchen' to enhance children's imaginative and sensory experiences. Arrangements to

include the views of parents in the self-evaluation process are developing well. For example, parents have recently been involved in developing the outdoor area in particular, to provide a pond so that children can observe the life cycle of a frog. There is some appropriate monitoring of training needs to improve the planning of activities, such as the recent training to promote babies' communication skills. For example, children are encouraged to use props and sounds to develop their imagination and staff provide children with full body sensory experiences to explore mark making. Leaders have made key improvements to the assessment process. For example, each member of staff records spontaneous observations in a notebook. Appropriate use is made of the early years advisors to monitor the service provided.

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	EY248011
Local authority	North Somerset
Inspection number	928452
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	39
Number of children on roll	47
Name of provider	Around 3 Day Nursery Partnership
Date of previous inspection	10/07/2009
Telephone number	01934 814364

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

