

The Children's Room Day Nursery Wendover

Bacombe Lodge, 7-9 South Street, Wendover, Aylesbury, Buckinghamshire, HP22 6EF

Inspection date	01/08/2013
Previous inspection date	29/07/2009

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 make good progress in their learning and development because staff plan interesting activities for them. Staff use their assessment of the children's learning to help them plan each child's next steps.
- Children enjoy attending the nursery; they behave well and develop an interest in learning.
- The nursery works closely with parents and prepares children well for the next stage in their education.
- The manager evaluates the provision well, identifies what can be improved and implements effective plans for improvement.
- Staff show very good concern for children's safety, security and well-being.

It is not yet outstanding because

- Children do not always have opportunities to develop their speaking and listening skills by joining in with songs and rhymes.

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 children engaged in various activities, playing and resting in each of the classrooms.
- The inspector reviewed children's records and a sample of other documentation, such as, risk assessments, records of accidents and the nursery's policies and procedures.
- The inspector talked with parents who were available during the inspection.
- The inspector talked with staff about the assessment of the children's progress, their understanding of safeguarding matters and their professional development.
- The inspector observed staff caring for children at meal times and when supervising nappy changing and sleep times.

Inspector

Gill Walley

Full Report

Information about the setting

The Children's Room Day Nursery Wendover is privately owned. It registered in 1998 and operates from a period house in Wendover, Buckinghamshire. There are three separate enclosed play areas in which children can play. The nursery is situated near the town centre. It is open each weekday from 8am to 6.30pm for 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 130 children aged from birth to under five years on roll, with some part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities and also children who are learning English as an additional language. There are 23 members of staff, 20 of whom hold appropriate early years qualifications to at least level 2. There are three members of staff who have a degree and one member of staff who has Early Years Professional Status. The nursery is in receipt of funding for the provision of free early education for children aged three and four years.

What the setting needs to do to improve further

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

- support children's communication and language further, by maximising opportunities to help them to develop their of speaking and listening skills.

Inspection judgements

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

Children develop a wide range of skills in all areas of learning because the staff provide a wide range of exciting activities for them in the playrooms and in the outdoor play areas. Children of all ages make good progress. Toys and resources are appropriate for their age range and easy to reach so that children can choose what they want to play with. Children develop an interest in books because staff read them stories and they can choose books to look at whenever they wish to. Children develop their early writing skills through enjoyable tasks such as painting with water and chalking on a wallboard in the garden. Older children learn to write their names on their paintings. The environment is rich in print, with many labels on toy boxes and furniture, so that the children begin to recognise words. Adults talk to the children about their learning, questioning them well to develop their ability to solve problems. They talk to them about pictures of nursery rhyme characters, pirates and types of transport which are displayed on the play room walls. Staff organise special events such as food tasting week and cooking week. They celebrate festivals of different cultures such as Chinese New Year. They begin each day by talking

about the date and the weather. This helps the children to extend their vocabulary and their confidence to explain their understanding to adults and to one another. Adults help the children to make useful connections, for example by asking them what happens on certain days of the week such as the local market. This also helps children to learn about the diversity of the world around them. The older children learn the sounds which letters make and begin to recognise words in their favourite books. Children have some opportunities to sing and join in action rhymes but such activities are not actively used to further promote children's speech and listening skills. Children develop their understanding of number through counting, sorting and matching games and by talking about shapes and patterns. They learn how materials such as sand change when water is added and they talk about different textures when they play with jelly, snow and water. Children also learn how water evaporates and how toys roll down slopes at different speeds. They develop their imagination well through role play and dressing up. Children concentrate on the same activity for a considerable time. They learn a variety of creative skills through printing and collage and often contribute to wall displays by painting tulips and windmills. During a topic about space they made models of aliens.

Staff encourage children to use the gardens regularly, so they develop their physical skills well. They learn about the world around them by growing tomatoes and sunflowers. They also learn how to care for the tropical fish and rabbits. Children develop good skills in using technology through activities on the computers and by playing with programmable toys. They often make interesting visits, for example, to the station to watch trains passing, to the local park or to feed the ducks in the pond. Children play well together, sharing toys and taking turns. They behave well and the adults are good role models. They have high expectations of the children when they are listening to stories or walking to the garden areas, and they praise them constantly for their achievements so that the children develop their confidence and self-esteem. Staff always use positive language to help children understand how to make the right choices, explaining how they should conduct themselves.

Children who have special educational needs and those who are learning English as an additional language make progress in line with the others because the manager and her staff have good procedures for seeking the right support for them and for adapting the provision to meet specific needs. Parents comment on how well staff know each child as an individual and understand how to move them on in their learning by planning activities which build on what they can already do and challenge them further. The staff also know what interests the children and provide experiences they enjoy. For example one child had been to a museum to see models of dinosaurs so the staff provided toy dinosaurs and encouraged the child to remember names of some different species. The staff carry out specific assessments, such as the two year progress check, so that any need for additional support for a child is identified and acted upon promptly. This ensures that children acquire the right skills and attitudes for the next stage in their learning.

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

Children form secure relationships with the adults who look after them because they know them as individuals and show good concern for their well-being. The nursery is welcoming and there are consistent daily routines at meal times and sleep times so that children always know what to expect. The older children can also see the order of each day's activities. Children have their own key workers but other adults know and care for the children so they develop positive relationships with several people. Younger children have a daily diary where staff write notes about the child's day, their achievements and the next steps for their future learning. These are shared with parents so that they are fully involved in their children's development. They also help parents to support their children's learning at home if they so wish. Close links with parents help staff understand and follow the routines of the youngest children, so that they meet their physical needs well. Parents also value the experience of staff in helping them to decide when and how to move their children on to the next stage in managing their own physical needs. Staff are especially thorough in supporting the children as they move on to the next room. This helps the children to settle easily, to adjust to new surroundings and to relate to different adults. Parents share children's milestones at home with the staff so that they can also celebrate them. Children develop the confidence to talk to visitors about their learning.

Children are well supported when they first start attending so that they settle in well. The manager asks parents for detailed information about their children's routines and interests. This helps staff to plan activities they will enjoy. The children learn to use outdoor equipment safely and to negotiate stairs between the play rooms. If they have an accident the staff respond appropriately, advising parents and seeking medical attention. Older children learn to manage their personal care well through good support from staff. They know how to wash and dry their hands thoroughly and when they need to do so. Mealtimes are calm and very sociable occasions when children enjoy healthy food choices and learn good table manners. They experience unfamiliar foods so that they are willing to eat a wider range. The older children develop their sense of responsibility by helping to pour drinks or to pass food to one another. Adults support them well, for example by showing them how to cut their food. Babies develop their independence well by learning to feed themselves. Staff are vigilant in cleaning babies hands before they eat and ensuring that all surfaces are disinfected. Nappy changing routines are hygienic and babies are well supervised while they sleep. When children make visits in the town the staff talk to them about road safety so that children begin to learn how to keep themselves safe in different situations. Children practise evacuating the building so they are familiar with what to do in an emergency.

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

The manager and her staff evaluate the provision because they are ambitious and keen to make further improvements. They have recently improved their system for recording the progress children make and now monitor this to ensure that children are making equally good progress in all areas of their development. Each child has an individual learning plan based on staff understanding the child's next steps well. The staff are a very experienced team and responsibilities are shared so that there are members of staff, known to the

parents, who are responsible for inclusion and health and safety. All staff, as well as parents, can access information about the nursery's policies and procedures easily. Staff are appraised routinely and undertake training frequently so that they develop their expertise. New staff say they feel well supported by colleagues and receive very good induction. More experienced staff act as mentors for new staff so that they develop their confidence and gradually take on more responsibility. The nursery has met the recommendations made at the last inspection and staff show determination to drive improvement.

All staff understand how to keep the children, including babies, safe in a range of situations. For example, required adult to child ratios are maintained well, staff supervise children closely and know how to manage emergency situations. They know how to reduce the risk of accidents when the children are playing outdoors or going out into the town. The manager demonstrates how she has assessed the risks associated with the nature of the building and garden areas, and the fact that the nursery was not purpose built. For example she has provided gazebos to ensure that the children can play in the shade when it is very hot. She routinely reviews safety arrangements after any accidents and staff know they need to be very vigilant in their supervision. There are good procedures for times when children have accidents or need medication, and parents are given copies of the details so that they are fully informed of what has happened. Babies are monitored closely throughout the day, while they sleep and when playing outside in their section of the garden. Staff are trained in first aid and in handling food hygienically. They also understand how to respond to children's specific dietary needs. All staff are familiar with the nursery's safeguarding policy and the procedures to follow in the event of any concerns about a child's well-being.

The nursery works very well with parents, who report that their children are always safe and cared for well. They say they feel well-informed about how their children are progressing. They value being able to talk to members of staff at dropping off and picking up times with any query they may have about their child. They feel that their children make good progress, especially in their speech, social skills and self-confidence. They have confidence in the staff to care for their children well and to respond appropriately in the event of an emergency. The nursery seeks parents' views and responds to their suggestions. Parents attend meetings to find out more about their child's development and the way the staff work with the children. They feel well supported in helping their children at home and feel that the nursery staff do all within their power to adapt activities and resources so that all children make consistently good progress. The nursery respects parents' wishes and provides information for them in the level of detail which suits them best. The nursery prepares children well for the next stage in their education, so that this transition is an easy process. The nursery works very closely with parents and other agencies in situations where children need additional support. This liaison ensures that every child can take part in the same activities and make as much progress as the others.

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	140900
Local authority	Buckinghamshire
Inspection number	929149
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	71
Number of children on roll	130
Name of provider	Wallington Childcare Ltd
Date of previous inspection	29/07/2009
Telephone number	01296 624889

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

