

# The West Somerset Nursery Group

King Edward Road, Minehead, Somerset, TA24 5JA

<b>Inspection date</b>	26/09/2013
Previous inspection date	12/09/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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 management and staff team are beginning to implement effective actions to bring about improvements.
- The key person system effectively supports children's well being, so they are settled, happy and confident, through strong relationships.
- Staff appropriately encourage children to be independent and challenge themselves to have a go and persevere, so they develop new skills.

### It is not yet good because

- Staff are not vigilant about the cleanliness of some equipment in the baby room, which does not promote children's good health at all times.
- Children do not always take care of resources, which does not support their personal, social and emotional development or their understanding of safety, fully.

## **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 in the indoor and outside environments.
- The inspector held a meeting with the manager and vice-chair of the committee.
- The inspector carried out a joint observation and evaluation with the manager.
- The inspector spoke to staff, children and parents present during the inspection.
- The inspector sampled documentation, including children's assessments, policies and procedures, and safeguarding information.

## **Inspector**

Elaine Douglas

## Full Report

### Information about the setting

West Somerset Nursery registered in 1998. It is run by a voluntary committee. The nursery operates from a single-storey building in Minehead, Somerset. There is a baby room with sleeping and changing facilities and access to its own outside play area. There are two large playrooms for children aged two to eight years of age. One of these is specifically for messy play and a base room for two-year-olds. There is direct access to the fully enclosed outside area from the pre-school room. The large hallway doubles as a separate dining area at snack and mealtimes for children over two years.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 38 children on roll in the early years age range. The nursery also cares for children up to eight years, after school and in the holidays. The nursery receives funding to provide free early education to children aged two, three and four years old. The nursery is open from 8am to 6pm Monday to Friday all year round. The nursery supports children with special educational needs and/or disabilities and those learning English as an additional language. The manager has a qualification at level 6 and is working towards Early Years Teaching status. She is supported by six staff who work directly with the children. Of these, four hold a childcare qualification at level 3 and two hold a level 2. There is also an administrator/finance office and a cleaner.

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

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

- keep equipment in the baby room clean to promote children's good health
- help children to understand the importance of taking care of resources and how this contributes to safe practices.

### Inspection judgements

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

Staff have just started to implement a new assessment system. This helps them to better focus on planning in all areas of development for the individual child. They make regular observations and have an appropriate awareness of the importance of supporting children's key areas of development. They seek satisfactory information on children's starting points and work well with other settings children attend. The special educations

needs coordinator supports individual children well to help them reach their full potential. Staff have a strong understanding of children's interests and use this information to plan activities so that children actively engage and enjoy their learning. Parents comment that they receive regular information, which enables them to be involved in their child's learning. As a result, all children make at least satisfactory progress in their learning and development, and overall develop suitable skills for their future learning.

Babies laugh and show surprise as they explore treasure baskets, they reach for resources that interest them and move them from one hand to the other. Staff demonstrate how they can use one item to make a noise with another and babies copy. Young children learn about communication because staff react to babies' vocalisations and engage with toddlers pretending games. Staff ask children open-ended questions and encourage them to describe what they are doing, which supports them in extending their vocabulary and critical thinking skills. Staff use sign language, which promotes language development, and to include all children in 'music time' staff provide visual aids, such as pictures and toys, which represent the songs. Even young babies grab the rattles and shake them with the music. Staff use most opportunities to encourage children's mathematical development. They talk about big and little with the younger children and sing number songs. Older children find numbers on a play telephone and recognise numerals on the toilet doors.

Children are kind to each other and learn to share. They are confident and build strong relationships with the staff. However, children do not always learn to look after resources, sometimes standing on puzzles and losing pieces for example. Staff pick up some items but do not encourage children to do the same, until it is time to pack everything away. This does not support their personal, social and emotional development fully. Children make strong progress in their physical development, they encourage babies to move towards toys, and older children confidently balance and climb. They create their own obstacle courses, demonstrating to staff how to use the equipment. Staff encourage children to try new skills by providing support until children are confident to manage for themselves. For example, children hold the hand of a member of staff to balance on a tractor tyre. They eventually let go to walk on their own, with the member of staff close by to keep them safe. Staff encourage children to predict what may happen next in a story and then find out if they are correct.

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

Staff have recently made improvements to the key person system. They work with a 'buddy' so that children still have a special person in their key person's absence. The key person seeks suitable information from parents so that they can meet children's individual needs. They build strong relationships with children so they are happy and confident. Babies and toddlers move to their key person for comfort and support, knowing staff will meet their needs. This promotes their well-being.

Children develop satisfactory practices to promote a safe and healthy lifestyle. Older children are taught to independently wash their hands, using soap and paper towels. They

have regular drinks and daily exercise. Staff follow good nappy changing procedures and provide a good role model when they clean their hands after wiping babies' noses. However, the nursery displays a 'no outdoor shoe' policy in the baby room but staff do not remove the children's shoes. This means, they do not protect young children fully from cross contamination. Children practise the emergency evacuation procedures and learn about safety in their play. For example, they know to hold on when climbing up the slide and talk about using a toy iron safely because they get hot. However, staff do not use all opportunities to promote children's awareness of safety, such as when they have too many toys on the floor.

Staff deploy themselves effectively so children are supervised well and receive suitable interaction. Children use a wide range of resources and are able to access them to initiate their own learning. Children of all ages have opportunities to be outdoors and extend their learning further. Parents comment on their pleasure that the nursery are expanding their use of the community, having story time at the local library for example. Staff maintain most equipment in a fair condition but some highchairs have soiled seat covers and damaged trays, although the management removed these when pointed out. Staff use their transition room to sensitively prepare children when moving up from the baby room. There are plans in place to change the physical layout of the two rooms to aid this further. Overall, staff suitably prepare children for school.

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

The manager and staff have a secure understanding of their responsibilities in meeting the safeguarding and welfare requirements. All staff attend safeguarding training so they have a sound awareness of how to protect children's welfare and follow appropriate procedures. They carry out satisfactory risk assessments and follow suitable practices, such as mopping up spilt water immediately so children do not slip. Effective recruitment procedures help to ensure that they employ suitable staff and carry out required checks. All required documentation is in place and the management team are reviewing all the policies and procedures. Staff inform parents of any accidents and parents give consent for staff to administer medication. All staff also have first aid and inclusion training to protect and promote children's well-being. Effective security and supervision help to keep children safe.

The manager has a suitable system for having an overview of children's development. This enables her to check that children are developing appropriately and to seek further support where necessary. She has recently implemented new planning and assessments, which have a greater focus on identifying children's individual learning needs. Appropriate support is in place for children learning English as an additional language and those with special educational needs and/or disabilities. Staff use home-link books to share information with parents on a daily basis and have parents' meetings to discuss children's development in more detail. Parents comment on seeing the benefits of the recent changes and finding staff approachable to make suggestions. The manager or key person visits other nurseries that children attend so that they can share effective information to

support children's care and learning.

The newly appointed nursery manager and management committee are working hard to raise the quality of the provision. The nursery has undergone a complete re-structure and now has a secure team. With the support of the local authority, they are eager to implement their extensive actions for improvement. They have already changed a room into a sensory area for children and are making greater use of the whole premises. Through regular meetings and mentoring, the manager has begun to implement new practice to raise standards for children. For example, She has strengthened the key person system so that staff really get to know the child and their family; this was a weakness at their previous inspection. The management team have kept parents and Ofsted informed of the changes, and checked to ensure that staff meet qualification requirements. Staff have regular supervision and appropriate personal development plans to continue to improve their knowledge of effective ways of working. The manager carries out induction for new staff so that they are confident in their roles and responsibilities.

### **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>	142817
<b>Local authority</b>	Somerset
<b>Inspection number</b>	935214
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	39
<b>Number of children on roll</b>	38
<b>Name of provider</b>	The West Somerset Nursery Group
<b>Date of previous inspection</b>	12/09/2012
<b>Telephone number</b>	01643 708867

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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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