

Durrington Day Nursery

School Road, Durrington, SALISBURY, SP4 8HJ

Inspection date

Previous inspection date

04/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

1

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 quality of teaching is good overall and children make good progress. Staff are effectively mentored and supervised to continue raising standards.
- Staff support children's language development especially well so that children become confident fluent talkers.
- Children form very strong bonds with their key member of staff. They are happy and feel secure in the nursery.
- The nursery's good practice helps keep children safe and emotionally and physically healthy.

It is not yet outstanding because

- Staff sometimes miss opportunities to help develop children's mathematical understanding through every day routines and child-led play.
- The views of staff, children and parents are not always taken fully into account to help inform future improvement plans.

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 observes staff interacting with children in the baby, toddler and pre-school rooms and in the outside play area.
- The inspector interviewed the owner and spoke with all room leaders and several other members of staff, including their understanding of safeguarding practices in the nursery.
- The inspector examined documentation, including policies, children's records and staff files.

Inspector

Rachel Edwards

Full report

Information about the setting

Durrington Day Nursery registered in 2013. It is privately owned and operates from a purpose built premises with separate areas for babies, toddlers and pre-school age children. The premises is situated within the grounds of All Saints Infant School, Durrington. The nursery is open all year round from 7.30am until 6pm. There is a secure area for outdoor play. The nursery also has use of the school's playing field and forest school garden. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 72 children on roll. This includes children with special educational needs and/or disabilities and children with English as an additional language. The nursery is registered to provide free nursery education for children aged two, three and four years. There are currently 18 staff working with the children. This includes the owner who is a qualified teacher and has Early Years Professional Status. Three members of staff hold qualifications at level 5, 11 at level 3, and three at level 2.

What the setting needs to do to improve further

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

- improve staff knowledge of how to support children's mathematical development through using everyday opportunities to deepen children's understanding

- strengthen the systems for evaluating the quality of provision by consistently including the views of staff, children and parents.

Inspection judgements

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

Children enjoy a wide range of activities and experiences that capture their interests and make them eager to join in. Staff use their good knowledge of child development to help promote children's development. For example, they use black and white geometric patterns to stimulate babies' brain development. Staff work alongside the children and support them in their discoveries and play. They encourage the children to question and explore, observe and talk about the surroundings, resources and equipment.

Staff carefully observe children's play and note their achievements and interests. They discuss children's progress at weekly meetings, including any concerns and what children need to learn next. They use the information to plan activities that interest and challenge each child so that all make at least good progress in relation to their starting points and abilities. Staff have an excellent knowledge of their key children and share this with each

other so that staff know all the children very well and can support their learning effectively. Parents are well informed about their child's progress. Parents have free access to their child's developmental records and staff encourage them to share achievements from home to gain a full picture of children's abilities. Staff recognise the vital role that parents play in their children's learning and development. They encourage parents to read with their children at home by displaying signs on the importance of providing books from an early age and lending story sacks.

Staff focus strongly on developing children's personal, social, language and physical development and children make excellent progress in these areas. Several staff have received training from the nationally recognised 'Every Child a Talker' programme. Staff use this guidance to create environments that encourage children to communicate. Staff model language well, developing children's ability to express their ideas and extend their use of new words. There are mirrors in the baby room and talking tubes for older children. Staff help children create dens and cosy spaces, where children like to sit and share toys or chat with friends. Staff present stories in lively and interesting ways that engage the children. They frequently use props and puppets to bring the story to life. Children return to these to retell the story in their own words, using their imagination and practising new vocabulary. Children enjoy many activities with others, such as 'cooking' together in the mud kitchen. They practise speaking all the time, because there is so much to do and talk about.

The nursery has established effective links with the schools that children will attend. For example, they have adopted the same programme for teaching phonics to provide continuity in children's learning. Staff visit reception classes so they understand what the children will experience and can better prepare them for the move into school. Children learn to count and use mathematical ideas through interesting planned activities. However, staff sometimes miss opportunities for children to consolidate or extend their mathematical understanding in meaningful ways, through daily routines and children's own play. For example, they do not always use snack time to count, sort, share and divide. In addition, they do not always talk about the properties of different shapes as children select large blocks to build.

All the children spend a great deal of time playing outside. Staff regularly take babies outdoors and encourage them to communicate through sounds and gestures when they want to go outside. Toddlers and pre-school children can play outside when they wish as their rooms open directly to the outdoor play space. There are many resources that children can move and use in different ways. They can experiment with different gradients by moving pipes and gutters to pour water or roll vehicles down. They use crates and planks to create a vehicle and go on an imaginary journey or large blocks to make a walkway to balance on.

Children show their creativity in many ways, through music, art and imaginative play. Babies enjoy the sensation of feeling paint, using all parts of their bodies to make marks on paper. Older children begin to develop the skills needed to write in fun ways. They love drawing patterns on foamy windows or swirling fingers in shaving foam. The nursery provides waterproof clothing so children can enjoy messy play whatever the weather. Children learn about their own and other cultures in ways that are meaningful to them.

They collected food to take to church for harvest festival and celebrated the Hindu festival of Diwali. Older children enjoyed learning about the story of Diwali and younger children made lanterns and candle holders for their 'sparkle day'.

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

Children form strong bonds with their special or 'key' member of staff. The staff share a great deal of information with parents before their children start so they can accommodate their individual care and learning needs highly effectively. Staff follow home routines so that babies and young children can sleep when they are tired and any dietary requirements are taken fully into account. Each child's key member of staff is responsible for personal care, such as nappy changing or toileting and for feeding young children and settling them to sleep. The manager encourages staff to 'delight in their children' and take every opportunity to celebrate special moments and achievements with the children and their parents. This helps staff form close relationships with children and their families. Children are exceptionally settled. They feel happy and are secure. Staff respond to children with great warmth and give them plenty of individual attention.

Staff make children's safety and well-being their first priority. Staff regularly discuss safeguarding scenarios. They are clear about their responsibilities and confident in following the right course of action. They think carefully about what each child needs to help them feel emotionally secure. They closely monitor children who attend full time to check they are getting sufficient rest and are coping with the long days. They make sure these children go on regular outings to give them variety. Staff work closely with parents to help children settle and to deal with any problems, such as advising on tackling challenging behaviour or helping to establish a bedtime routine. Staff work with other professionals at the children's centre and advise parents of additional help available.

Children's behaviour is exceptionally good. This is because they feel secure and are busily involved in purposeful play. Staff make sure children are comfortable, rested and well fed so they can enjoy their day. Older children remind each other of the 'golden rules' they have helped devise, which helps them resolve minor disputes amicably. They learn to play safely and manage small risks with care. Staff find innovative ways to raise children's awareness of safety issues. They discuss with children, the possible dangers of a puddle outside the fire exit. Children report this hazard to the manager and they busily set about moving the puddle. They work together to solve the problem and to discover why the puddle keeps reappearing. The children become active, inquisitive and independent learners. They learn to work with others and confidently express their views so they are well equipped with the fundamental skills they will need in their future lives.

Staff help all children gain an excellent understanding of how to make healthy choices in their lives. Staff sit with children to eat and encourage children try a wide variety of tastes and textures. This helps prevent fussy eaters and means children enjoy relaxed mealtimes. Children enjoy varied and nutritious snacks and meals, freshly prepared by the nursery cook. The nursery seeks advice from professional nutritionists to devise their menus. They have recently taken part in a local authority trial to analyse what the children

are eating. They have followed the resulting recommendations, such as including more carbohydrates. Children help grow vegetables and this increases their interest in healthy eating. All the children, including babies, play outside for good periods of time every day. They understand it is good for them to run around in the fresh air. The nursery has the use of the adjacent school playing field, where there is plenty of room for vigorous play and the playground, where they use suitably challenging climbing equipment.

Staff have organised rooms thoughtfully to encourage children to play independently and explore their surroundings. A wide variety of good quality resources are stored where children can easily reach them and staff clearly label them to help children remember where each item belongs. Staff prepare children very well for their moves between rooms in the nursery. They take time to allow children and their parents to get to know the new key person, and to become familiar with the new room and different routines.

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

The owner/manager shares her experience and knowledge as a qualified teacher and Early Years Professional with her staff. She employs a graduate member of staff to oversee the curriculum and monitor the quality of teaching. Room leaders play an important role in mentoring their staff and raising standards. Staff work exceptionally well together, they are highly motivated and eager to develop their practice. As a result, most teaching and monitoring of children's development is at least good and children are making good progress. Staff quickly identify when children need additional help and take prompt action to secure this.

The owner has a very good understanding of her responsibility to safeguard children. She has effective systems in place to ensure staff implement these and supervision and training of staff has a strong focus on this area. There is an open culture within the nursery where staff are actively encouraged to raise any concerns about children or practice within the nursery. They feel confident to do this. The nursery is developing strong partnerships with other providers and works very closely with external agencies to ensure children receive the support they need.

The current owner took over this nursery within the last year. She has made significant changes to improve the standard of care and learning. Partnership with parents is strong. Those who have had children attending during this transition period, speak very highly of the improvements made. The owner values the support of the local authority early years team and worked with them to draw up an initial action plan. This has now been implemented. The owner has yet to devise a fully effective method of gathering the views of staff, children and parents, to feed into the improvement plans for the future.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY460589
Local authority	Wiltshire
Inspection number	941466
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	72
Name of provider	Bourne Valley Nursery School Ltd
Date of previous inspection	not applicable
Telephone number	01980655228

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

