

Seedlings Day Nursery

Warwick H R I, Wellesbourne, WARWICK, CV35 9EF

Inspection date	19/11/2013
Previous inspection date	04/06/2013

The quality and standards of the early years provision	This inspection:	
	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

- Teaching is good because staff provide interesting and challenging opportunities for the children. As a result, progress is positive given children's individual starting points and capabilities.
- A well-established key person system helps children to form secure attachments, and this promotes their well-being effectively. Good care experiences have a positive effect on children's all-round development and well-being.
- The valuable sharing of information with parents impacts well on the subsequent care offered to, and received by, the children.
- Staff accurately identify development priorities through well-considered reflection. This leads to positive actions which provide continued and thoughtful improvements to the quality of the provision.
- Staff have a robust understanding of safeguarding procedures, which helps to protect the children.

It is not yet outstanding because

- There is scope to enhance the links with other settings and future schools, in order to further support the continuity for children's learning and development.
- The monitoring of staff performance through robust and high quality supervisions and appraisals is not yet fully realised.

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 and spoke with the provider, managers, staff and children at appropriate times throughout the day.
- The inspector and manager conducted a joint observation of an adult-led activity with a small group of children.
- The inspector looked at documentation, including children's assessments, planning, and a selection of policies and procedures.
- The inspector also took into account the views of parents in information included in the nursery's evaluations and action plans.

Inspector

Lucy Showell

Full report

Information about the setting

Seedlings Day Nursery is owned by Polkadot Nurseries Limited. It was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a purpose-built building within the grounds of Warwick University, Wellesbourne Campus. There are enclosed areas surrounding the nursery building that are used for outdoor play. The nursery serves the local area and is accessible to all children.

The nursery employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above, including one with Qualified Teacher Status. The nursery operates Monday to Friday, from 7.30am until 6pm, throughout the year. Children attend for a variety of sessions. There are currently 56 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- strengthen partnership working by enhancing the communication links with other settings and schools, so that children fully benefit from a shared understanding and common approach to supporting and continuing their progress
- enhance the monitoring of the effectiveness of supervisions and appraisals in order to develop excellent staff knowledge of their individual skills and sharply focused evaluations of the impact of their practice.

Inspection judgements

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

The staff have good knowledge of the learning and development requirements within the Statutory framework for the Early Years Foundation Stage. They understand how children learn and provide successful opportunities and activities which promote children's development. Children's starting points are assessed well on entry. For example, at initial visits, parents are invited to share information about their child's development. The valuable details from parents, such as likes, dislikes and favourite activities, are used effectively to support the staff's observations of the children. As a result, staff learn about the children's preferences and skills, and build on these to help children to settle well into the nursery.

Staff share records of children's learning, daily feedback and ideas for activities at home with parents, which link to what the children are doing at nursery. This is to support consistency and keep parents and staff informed about children's progress and preferences. In addition to this, staff are effectively encouraging parents to attend 'parents join in days' which provide excellent opportunities to liaise with staff and to share activities with their children. As a result, children's learning is supported well, both at the setting and at home.

Children receive good praise and encouragement for their efforts and achievements. Staff interact effectively, responding to the children and asking appropriate questions to extend their learning. Furthermore, staff clearly recognise the benefits of following children's interests and accurately identifying the progress children make. This is seen in their well-structured system of planning and assessment which has been adopted since their last inspection. As a result, children are fully engaged in the activities and opportunities available, and are therefore progressing well.

Children access a good variety of resources to support their development across all areas of learning. In the 'Pips' room, babies crawl around and about and extend their physical abilities further as they cruise around the well-positioned furniture. Staff praise and encourage children as they press buttons and twist dials on a good variety of activity toys. Furthermore, the interesting array of sensory resources support the youngest children to explore and investigate at their own pace.

In the 'Blooms and Buds' room, children aged two to five years like to freely select the different resources from the low-level storage draws. They choose from a suitable range of construction bricks to build towers and structures or select books and sit with their friends to 'read' a story. There are good opportunities for children to write for various purposes and several examples of print displayed for children to copy. In the role play area they use their imaginations well as they help one another to make 'dinner' and 'drinks' in the kitchen. Children enjoy pouring, scooping and mixing different media such as lentils, pasta and paper, and are encouraged by staff to add water to see what happens and how it feels. These activities support children to develop the important skills needed to help prepare them for the next stages in their learning and on to other settings or school.

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

The key person system is firmly in place to help children build relationships with their special member of staff and to promote their emotional security. Staff spend time gathering information from all parents when children first start at the nursery. Children receive lots of reassurance as they separate from their main carers and settle in. This support helps them to feel confident and secure. Furthermore, there is good ongoing communication between parents and staff throughout the children's time at the nursery. This process enables staff to understand and meet individual needs and routines consistently. Children learn about healthy lifestyles and follow good hygiene practices as they take responsibility for washing their hands appropriately throughout the day. Children are provided with a healthy and nutritious cooked meal provided by external caterers.

Children's specific health or dietary needs and allergies are recorded and understood by staff. All children are developing their independence as they help to serve their meals and decide how much they would like to eat. These opportunities help children to make good choices and promote their understanding of their health and dietary needs.

The regular outdoor activities provide children with good opportunities to enjoy fresh air and become more aware of the benefits of exercise. There are separate zones for a variety of activities which are accessed by different groups of children throughout the day. In the 'nature classroom' children can explore the natural resources and in the 'muddy kitchen' children can create 'meals' using twigs, leaves and soil. In the easily accessed garden children use tools in the sand pit, build with the construction and create masterpieces with paper and paint. In addition to these, older children build on their physical abilities as they climb in the aeroplane and make-believe in the pirate ship and playhouse. The nursery is bright and welcoming and provides good space for children to move around in safety and fully explore the resources available. Staff conduct daily checks on the premises following effective risk assessment procedures that identify any potential hazards in the environment. Staff are well deployed, which helps to ensure that children are effectively supervised and kept safe. Therefore, children learn to take appropriate risks in a safe environment. Children receive lots of praise and encouragement, which supports their confidence and self-esteem. Children form firm friendships and play well together with children of different ages and abilities. Staff manage children's behaviour well. They use positive reinforcement to deal with any minor issues, and encourage children to sort out disagreements by talking to each other and apologising.

Staff focus on ensuring that all children are valued in the nursery and adapt practice to meet their individual needs effectively. Staff maintain a good level of communication with parents and actively seek advice and guidance from other professionals in order to gain knowledge and skills to ensure all children's needs are met. Staff recognise diversity as a strength and are happy to celebrate festivals and events to promote children's understanding of different cultures. Staff create an environment that is welcoming and safe, with good opportunities for children to enjoy their learning and grow in confidence. This helps to prepare children for their movements, both within the nursery and on to other settings, and secure their future learning and readiness for school.

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

Children learn and develop well and are kept healthy and safe. This is because staff have a clear understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. They know their responsibilities for safeguarding and are aware of the procedures to follow if there are concerns about a child. Policies and procedures are understood and include procedures regarding what to do if an allegation is made against a member of staff and the use of mobile phones and cameras. Rigorous recruitment and vetting procedures ensure the suitability of all adults employed. There is a robust induction process for any new staff and students, which means that everyone working with the children is clear about their individual responsibilities.

Relationships with parents and carers are positive and they are encouraged to share information to ensure continuity of care. Staff keep parents informed about their children's day, and parents' meetings ensure up-to-date information about their child's progress is shared. Valuable information is given to future providers or teachers so that individual learning can be continued when children leave for school. Staff recognise the benefits of providing details of children's individual needs, skills and characteristics. However, they are less successful in gathering information from the future schools or other providers who share the care of the children. This is in order to enhance children's learning and development in consistent and complementary ways.

All staff are keen to update their professional development and identify weaknesses and training needs to improve their practice. However, there is scope to enhance the monitoring of the effectiveness of supervisions and appraisals in order to develop excellent staff knowledge of their individual skills through sharply focused evaluations of the impact of their practice. Staff demonstrate a strong desire for the continuous improvement of quality in all aspects of care and education. Self-evaluation is used very effectively to review practice and target areas for improvements. Staff reflect on their practice and use their knowledge and understanding of the characteristics of effective learning to provide an array of experiences which are exciting and challenging to children.

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	EY432237
Local authority	Warwickshire
Inspection number	939028
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	43
Number of children on roll	56
Name of provider	Polkadot Day Nurseries Ltd
Date of previous inspection	04/06/2013
Telephone number	01789841589

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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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