

Discovery

Iddesleigh House, 97 Heavitree Road, EXETER, EX1 2NE

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| Inspection date | 07/01/2014 |
| Previous inspection date | 10/10/2013 |

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| The quality and standards of the early years provision | This inspection: | 3 |
| | Previous inspection: | 4 |
| 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 requires improvement

- Staff promote children's health and physical development effectively by providing lots of outdoor play activities and nutritious meals throughout the day.
- Staff successfully engage children of all ages in reading books. This helps to promote children's early literacy skills.
- Children benefit from warm and welcoming play rooms with interesting activities. As a result, they choose freely and lead their own play and exploration.

It is not yet good because

- Staff do not consistently encourage younger children to speak clearly to express themselves or encourage older children to answer questions to develop their communication and language skills more effectively.
- Staff do not consistently provide older children with regular opportunities to count in meaningful situations and to solve simple problems to promote their mathematical development.
- Staff do not successfully support children in learning about one another's lives to develop their understanding of people and communities.

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 the quality of teaching in all the play rooms and outdoor play area.
- The inspector sampled children's assessment records and planning documentation.
The inspector held a meeting with the area and nursery managers to assess suitability and qualifications of staff, and management's knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage requirements.
- The inspector took account of the views of parents.

Inspector

Bridget Copson

Full report

Information about the setting

The Discovery Nursery registered in 2013. It is situated in a detached building in the Heavitree area of Exeter, Devon. The various rooms are organised to provide space for younger children on the ground floor and older children on the first floor. There is an enclosed garden for outdoor play and a parking area for parents. Children attend from the local surrounding areas.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 34 children on roll in the early years age group. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities. The nursery is open five days a week from 7.30am to 6.15pm all year.

There are ten staff members employed to work directly with the children; of these, seven staff hold appropriate childcare qualifications. The manager has an early years degree and holds Early Years Professional Status.

What the setting needs to do to improve further

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

- improve the educational programmes for children's communication and language development to encourage all children to express themselves and develop their spoken language more effectively.

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

- provide older children with more opportunities to count in meaningful situations and to solve simple problems to promote their mathematical development
- develop children's understanding of people and communities by, for example, looking at photographs of themselves and their family members.

Inspection judgements

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

Staff implement suitable systems to plan and monitor children's learning. They record regular observations of children's achievements in each child's Celebration Book and chart their overall progress each term. Staff use this information to prioritise children's next steps of learning which they include in the planned activities each week. Staff interact in children's play with interest and affection, providing children with support and encouragement, and ensuring they are happy and involved. However, staff do not consistently challenge children well and use the planned activities to help all children make good progress. As a result, some children are not making good progress in aspects of their communication and language and mathematical development in relation to their starting points. Staff obtain some information from parents regarding their child's developmental stage, and provide regular feedback regarding their child's progress to keep parents informed. This includes the required progress check for two-year-old children.

Staff promote most children's communication and language skills appropriately. Staff provide sociable meal times at which some two-year-olds talk about their home news and staff help older children to learn new words. For example, children learn what a wok and chopsticks are in their Chinese restaurant role play area. However, staff do not consistently support all children in communicating and using their language skills effectively. For example, staff do not remove younger children's oral comforters when asking questions to allow the children to express themselves. In addition, some staff who ask older children questions do not allow them sufficient time to reply. As a result, some children are not making good progress in their spoken language development. Staff support children well in developing an interest in stories. For example, babies choose books spontaneously and get involved by feeling sensory surfaces and lifting flaps in the book. This help to promote their early literacy skills.

Children are developing an awareness of the world they live in. This is because of the interesting range of activities in which they explore the outdoor environment. For example, children use magnifying glasses and binoculars to observe the natural environment, they collect and combine natural resources to make 'perfume' and look for mini-beasts in their 'bug hotel'. Staff provide children with toys and activities reflecting diversity to learn about the cultures and beliefs of others. These resources, however, do not relate to the backgrounds and cultures of all children attending, and staff are not successful in obtaining photographs of all children and their family members for the 'family photo board'. This does not support children's understanding of people and communities well.

Staff provide children of all ages with different media and materials with which to explore and create. Babies explore objects and sensory materials in treasure boxes and two-year-olds mix sand, mud and water in their garden 'mud kitchen'. Children in the pre-school room make good use of the Creative Station to explore sand, water, paint, dough, drawing, creative materials and tools and the sensory tent. This promotes children's creativity and imaginations well. Staff use these activities to include some aspects of mathematics. For example, two-year-olds dig into trays of shredded paper to find hidden toys to learn about object permanency. Otherwise, staff provide older children with fewer problem solving tasks and meaningful counting activities to develop their understanding of numbers.

Staff help children to gain independence as they progress through the nursery. For example, at meal times staff encourage babies to start using spoons to feed themselves and show two-year-olds how to pour their own drinks successfully. Staff extend this for older children who serve themselves from serving dishes. This means children gain confidence in their own abilities to manage tasks for themselves and helps to ensure they are ready for the next stage in their learning.

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

Children are happy, settled and form warm and trusting relationships with staff. This is due to the successful key person system, the consistent staff teams, and full time staff caring for babies. In addition, all children are allocated a buddy key person. This ensures children's needs and routines are met consistently and they are supported well in settling in. Staff caring for children with additional needs also liaise with any other professionals involved in their care for continuity. Key persons provide babies with close comfort and re-assurance; this allows babies to explore and enjoy new experiences while feeling secure. Key persons support children in their move through the nursery as they progress. They display photographs of some children and their families to help children feel re-assured, although this is not consistent. Staff help children to learn about what is expected of them and the feelings of others through consistent messages and close support. As a result, children behave well and older children learn to resolve issues for themselves, such as negotiating turn taking.

Children are cared for in the three age related play rooms. These provide children with a welcoming environment and a good range of activities. These activities are easily accessible to children at all times, and consequently, children lead their own play and enjoy their time at the nursery. However, staff do not consistently interact in these activities to help children fulfil their potential in some areas of learning. Staff carry out daily health and safety checks in the nursery and garden to ensure all safety measures are in place and the premises are secure. This helps to ensure children cannot leave unsupervised at any time. Staff supervise children closely at all times, and use the picket fencing and gates outside to keep children within their sight at all times. Staff allow older children to use the toilet alone for privacy, but keep children within their hearing. This helps to keep children safe and secure.

Staff promote children's healthy lifestyles well. Babies use their developing skills safely in their play room where they climb up the slide steps, throw soft balls and use low furniture to pull themselves up to standing. Children benefit from regular outdoor play in which they use a range of physical play and creative activities, and run energetically. Staff include older children in assessing risks. They walk around the nursery and garden to identify potential dangers and stick up visual reminders, such as 'stop' hand signs on the gates. This helps children to learn about keeping safe. Children enjoy healthy, nutritious meals throughout the day which are prepared by a dedicated cook. Younger children sleep according to their individual routines in a peaceful sleep room. Where possible key persons settle the babies to sleep and staff use monitors and check children in person to ensure

they are safe.

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

Management and staff have a secure knowledge and understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They have a clear knowledge of the correct procedures to follow if they have a concern about the welfare of a child, and their responsibilities to safeguard children's welfare. Staff are reminded regularly by management about the importance of 'whistle blowing' should they have any concerns about the care of children attending. Management deploys staff effectively in all three play rooms and as children move between different areas of the nursery. This ensures ratios are met and children are supervised and supported well at all times of day, including staff break times. Management implement secure vetting procedures to help ensure staff are suitable to work with children. In addition, they implement clear policies and procedures, and regularly review the risk assessments and daily checklists to help protect children.

Management implements suitable systems to monitor and evaluate the quality of the nursery provision. Managers monitor staff's understanding of the planning and assessment systems and staff's impact on children's learning. They meet with staff annually for appraisals and each term at one-to-one supervision sessions to monitor key children's overall progress. In addition, managers work with staff in the play rooms to observe their interaction and provide guidance. These systems identify some of the weaknesses in staff's teaching skills, such as improving children's mathematical development, but plans have not yet been fully implemented to improve this.

Management and staff demonstrate a suitable commitment and drive to maintain continuous improvement in the quality of care and learning for children. For example, management collate all accident and injury forms each term to analyse standards of supervision and safety throughout the nursery. Management implemented actions plans following the last inspection to address and improve weaknesses successfully. For example, they have improved the key person system, staff deployment and the supervision of children. They have also developed the systems for promoting children's learning and development and self-evaluation systems. In addition, they have improved safety measures by replacing the concrete garden path with a softer bark chip path to provide a safer outdoor play area for children. As a result, all safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage continue to be met. Management are now confident these improvements are embedded in day-to-day practice, and are starting to focus on improving staff development in relation to children's learning and development. Parents are actively involved in the development of the nursery. All parents complete questionnaires and, as a result, improvements have been made to communication with parents.

Staff establish suitable partnerships with parents who they provide with clear information about all aspects of the provision. Staff keep parents informed through face-to-face

communication, notice boards, digital photograph displays, home diaries and newsletters. Parents contribute their views of the nursery. They state their children 'talk about the nursery all the time' and 'the staff are lovely and welcoming and treat children as an individual'. Staff establish appropriate communication with the other early years settings children also attend. This helps to promote children's needs.

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

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| Unique reference number | EY461033 |
| Local authority | Devon |
| Inspection number | 946872 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 58 |
| Number of children on roll | 34 |
| Name of provider | Exeter Nurseries Limited |
| Date of previous inspection | 10/10/2013 |
| Telephone number | 07557272285 |

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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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