

Exeter College Day Nursery

Exeter College, 33-36 Queen Street, EXETER, EX4 3SR

Inspection date

29/01/2014

Previous inspection date

06/05/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

1

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The quality and standards of the early years provision

This provision requires improvement

- Staff have a secure knowledge and understanding of how young children learn and develop. They plan stimulating and thoughtful activities, which enable children to make good progress in their learning.
- Staff encourage children to lead healthy lifestyles. Children frequently play outside in the fresh air and are offered healthy snacks, which reflect children's individual dietary needs.
- Staff take a consistent approach to behaviour management. This means children enjoy their time at nursery and behave well. They develop the skills to take turns, share and play cooperatively with their friends ready for the next stage in their learning.
- Children develop their independent skills well as they progress through the nursery, owing to good support from staff.

It is not yet good because

- The provider has not ensured that the nursery has a named deputy to take charge when the manager is absent or that staff implement policies well.
- The provider is not fully aware of the full range of incidents that constitutes a significant event, so has not notified Ofsted when such an event occurred.
- There is scope to further engage parents as partners in their children's learning and development.

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.

Inspection activities

- The inspector observed children in all the rooms and in the outdoor learning environment.
- The inspector met with the nominated person and manager, and spoke with staff at appropriate times during the inspection.
- The inspector examined a range of documentation, including staff and children's records and some policies.
- The inspector spoke to parents and took account of their views.
- The inspector undertook a joint observation of an activity with the nursery manager.

Inspector

Petra Morgan

Full report

Information about the setting

Exeter College Day Nursery has been open since 1989. It originally registered with Ofsted in 2001 and then registered at its current purpose-built premises on the Exeter College site, in the city centre of Exeter, Devon in 2009. Children are accommodated in one of three main rooms according to age. All rooms have direct access to an enclosed garden for outside play. There are separate toilet and changing facilities, a milk kitchen, sleep room, office, kitchen and staff room.

The nursery is open to children of staff and students, as well as the general public. Hours of opening are from 8 am to 6 pm Monday to Friday, with the exception of two weeks at Christmas and on bank holidays. The nursery is registered on the Early Years Register. No overnight care is provided. There are currently 53 children in the early years age range on roll. The nursery supports children with special educational needs and/or disabilities and those who learn English as an additional language.

The nursery employs 16 members of staff to work with the children all of whom 15 hold relevant early years qualifications. One member of staff holds qualified teacher status. The nursery also employs a cook. The nursery receives funding for the provision of free early education to children aged three and four years.

What the setting needs to do to improve further

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

- ensure the nursery has a named deputy who the provider judges to be sufficiently qualified and capable to take charge when the manager is absent
- ensure that all in the management team have a clear knowledge of the need to inform Ofsted of any significant event, and what constitutes a significant event, so that any necessary action can be taken by the regulator.

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

- enhance systems to ensure the nursery's policies are adhered to, such as the policy regarding the use of mobile phones
- strengthen systems for engaging with parents, particularly those with English as an additional language.

Inspection judgements

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

Children enjoy the time they spend at the nursery. The staff provide a welcoming, stimulating and well-resourced learning environment where children are keen to join in a wide range of interesting activities. For example, staff provide an 'optician's' role play area where children try on and compare a variety of glasses enthusiastically. Staff arrange resources thoughtfully so that children can find the play equipment they need from the low level storage units. This means that children can select resources independently and extend their own ideas for play and learning. This system helps children become independent as learners in preparation for the eventual move to school.

Staff have a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. Staff encourage parents to contribute to their children's assessments by completing an 'initial profile sheet'. This process means staff can plan for children's interests from the moment they start to attend, which helps children settle in quickly because they enjoy the activities on offer. Parents enjoy daily discussions with staff and comment that their children are well cared for and making good progress. Staff have recently introduced a 'communication book' to further strengthen the relationships with parents as partners in their children's learning and development. This is at an early stage of development and in its current form does not fully engage all parents, particularly those families who speak English as an additional language.

Staff observe children to identify their interests and achievements and use this information to plan some exciting learning opportunities. These include local trips, such as to the fire station, woods and quay. Such activities broaden children's experiences and help them learn about their communities. Staff carefully monitor children's progress in all areas of learning and identify their next steps in learning using written records, such as observations of children's play and learning. Parents also contribute observations from home about what their children have achieved or enjoyed. These are collected in the children's individual learning journeys that are readily available for parents to view. This additional information, alongside the information already gathered about children's preferences and starting points, helps staff to continue to plan appropriate challenging learning experiences. This approach helps children progress and prepares children for the next stage in their learning. Staff complete the progress check at age two years effectively, which identifies children's strengths and any areas where their progress is less than expected. They share this check with parents to keep them informed of their children's progress.

Staff are good teachers who use a range of teaching strategies. These help to ensure that all children, including those with special educational needs and/or disabilities and those learning English as an additional language, make good progress in their learning and development. Staff encourage children's language development by talking to them during their play. They ask questions to help children think and recall that they have experienced previously, such as 'What could happen next?' Staff talk with babies supporting their play and modelling language well. They describe what is happening and name objects and

people. This approach helps children develop their ability to express themselves and extends their use of words.

The staff team use signs and gestures to promote language development with all children and this method supports the spoken word. For example, staff provide a 'listening bear' with attached symbols for good 'listening', 'looking' and 'sitting' for the older children. They use a national literacy programme to guide and support children, which promotes speaking, listening and early literacy skills. Children enjoy listening to, and joining in with, their favourite rhymes and songs, such as 'Five little ducks' and 'Five currant buns' introduced by the staff and the visiting drama specialist. They demonstrate listening by joining in with the actions, such as using their fingers to count. Staff encourage the children to participate in the singing and children suggest songs they know which contain numbers. This actively promotes their communication and language skills as well as their early mathematical understanding. Children are encouraged to recognise their own name such as when they use their name cards to register that they have arrived at nursery, are having snack or going outside, which further supports their early literacy skills. All this teaching demonstrates that staff provide effective support for all children, so that they are ready for school or their next stage of learning.

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

Staff promote children's healthy lifestyles well. There are daily opportunities for the children to experience fresh air and be physically active and exuberant outdoors. In the well-resourced outdoor area staff provide a wide range of physical activities for the children to enjoy. These help children gain a range of physical skills, such as using hockey sticks to control balls, pedalling wheeled vehicles and opportunities for climbing and balancing. Children play enthusiastically, demonstrating they are motivated to learn.

Staff check the outside area before letting children out to play. This visual check helps them to monitor that the area is safe thereby reducing hazards to children's safety. Staff provide healthy and nutritionally balanced snacks, such as melon, grapes and fruit loaf. These encourage children to enjoy trying out a variety of food with unfamiliar textures and tastes. This approach helps children to learn about a healthy diet. Staff understand and plan for children's individual or medical dietary needs to help maintain their health. Older children competently pour their own drinks and put away their own plates. Younger children are encouraged at first to feed themselves using their fingers and then as they become more confident use a spoon. Children learn to put on their coats and manage their personal hygiene. These expectations from staff encourage children to be independent and help them to be prepared for their next stage of learning.

Children form bonds with staff members because every child has a key person and this system works effectively. This person builds relationships with both the parents and children and helps ensure children become familiar with the nursery environment and that their needs are met from the start. Staff photographs are displayed on notice boards; coupled with visits before a child starts, these actions offer parents the opportunity to familiarise themselves with their children's key persons.

Key persons build on what children can do from the moment children enter. Children are allowed to bring in their special comfort toys, to help them settle quickly. The key person's support helps children gain in confidence and feel secure. Children display their developing confidence by willingly chatting to unfamiliar visitors. All staff support children's behaviour well through using calm voices, gentle explanations and positive reinforcement of the good behaviour that is expected. Staff ensure that behaviour expectations take into consideration a child's developmental stage and their current level of understanding. Staff model good relationships and encourage the children to share and be kind towards each other. These strategies and examples help children to take turns and play cooperatively with their friends. Children play happily together and this demonstrates the firm friendships they are beginning to make. Older children enjoy taking turns, being the 'special helper' and this helps them to gain in confidence ready for the eventual move to school.

The provider ensures the security of the nursery. To help keep children safe there is a key code security system to enter the nursery and cameras on the premises are overseen by the security team in the college building. The nursery has a mobile phone and camera policy. However, while there are notices displayed at the entrance about the use of mobile phones and cameras, staff do not always check that visitors are aware of this policy.

Staff implement many procedures to safeguard children's welfare. They teach children learn about their own safety through, for example, the regular evacuation procedures and gentle reminders from staff. Several members of staff hold an up-to-date paediatric first aid certificate which helps keep children safe. Staff check that safety plugs are placed in sockets and that adults remove outdoor shoes when in the nursery which helps towards keeping children safe and helps minimise the risk of cross-infection to maintain children's good health.

Staff set up the indoor and outdoor environments with an ample range of play activities and toys which keep the children engaged and interested. They make sure the environment is welcoming to children with a range of children's creative work attractively displayed as well as photographs of the children. This means the children can see that their work is valued and helps give them a sense of belonging. Staff achieve a good balance between children's chosen activities and adult-led group activities. This encourages children to follow and develop their own ideas as well as providing more focused learning

Children's transfers from room to room around the nursery are planned well by staff to enable children to become familiar with their new room, enabling a smooth and positive move. Staff aid children's move to school by sharing information and records of development with the new setting's staff.

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

The management maintains a motivated and consistent team of staff who feel valued. All staff work well together as a whole team and are keen to improve their own skills through further training. Staff feel well supported by the professional development opportunities offered. This helps to enhance their knowledge, skills and ability to effectively promote good outcomes for children's learning and development.

The nursery management seeks the advice and support of other early years professionals and willingly reflects upon and acts on their suggestions. The management team use self evaluation to ensure that the nursery's strengths and areas for improvement are highlighted and addressed through action plans. This process demonstrates a positive attitude towards making improvements for all children in the nursery's care and to improving teaching skills. Recommendations from the previous inspection have been met, which again demonstrates the management's desire to drive improvement. However, some safeguarding and welfare requirements have been overlooked.

Currently, there is no named deputy to take overall charge in the manager's absence, as required. In addition, the inspection found that an incident had taken place where a child had been given a dose of medication too soon after a previous dose. The provider acted swiftly to make sure that there was no harm to the child and took positive action to make sure there will be no repetition of such an incident. However, the provider was unaware of the requirement to inform Ofsted of this incident. The inspection found that management has insufficient knowledge and understanding of what constitutes a 'significant event' to necessitate a call to Ofsted, so that the regulator can investigate should it be found necessary to do so. These are breaches of legal requirements that have the potential to place children's safety at risk. Ofsted intends to take no further action following the failure to notify owing to the action already taken.

The provider has robust recruitment and vetting processes to check that staff working with children are cleared as suitable to do so. The nursery management is supported in employing new staff by the college's human resources department. All staff follow a thorough induction procedure and receive ongoing supervision and appraisals so that they have the support and training they need to carry out their individual roles and responsibilities.

The management has good procedures for sharing information with other early years settings that children also attend. This process demonstrates how staff support continuity and consistency in children's experiences and learning. Staff have established good working relationships with outside agencies and associated professionals which helps ensure individual needs are met. There are very close links with the college staff where some of the parents work and study. With the help of the college some children have been able to have nursery education and their parents are able to return to work or carry on with their education. This demonstrates a strong commitment from the management team to provide services in a flexible way and support families. Children at the nursery have opportunities to visit the college and participate in a variety of exciting activities and events such as music, dance, the Christmas party and visiting the new gymnasium. Parents say that they are very happy with the nursery; it is 'fantastic' and that the staff are 'professional.'

The manager has a good understanding of the areas of learning and how children learn. For example, she has introduced new types of play sessions in the baby room where the babies are given ample floor space and uninterrupted time to explore the resources and play with them freely. This approach encourages their natural curiosity and helps the babies to make their own choices and discoveries. As a result, all aspects of learning are fully covered and all children make good progress.

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	EY400200
Local authority	Devon
Inspection number	822501
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	53
Name of provider	Exeter College
Date of previous inspection	06/05/2010
Telephone number	01392 205534

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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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