

The Avenue Day Nursery

Chalkcroft Lane, Penton Mewsey, Andover, Hampshire, SP11 0RD

Inspection date	20/02/2014
Previous inspection date	29/11/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Strong and effective management helps the nursery continually develop and improve outcomes for children.
- Children make good progress in their learning and development because they are supported well by management and a dedicated team of staff.
- Management and staff provide a welcoming environment, which is well-resourced, safe and secure.
- The management team provide good role models and guidance for staff. This helps them develop their skills and, as a result, fully promotes children's care and learning.

It is not yet outstanding because

- Staff prepare children's snack and pour their drinks. Consequently, children do not always learn to be independent and manage these tasks for themselves.
- Babies and younger children do not always spend time outdoors each day. This means they do not benefit from being in the fresh air daily and experiencing different surroundings.

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 activities indoors and outdoors.
- The inspector spoke with parents, management, staff and children at appropriate times throughout the inspection.
- The inspector sampled children's learning journals, planning documentation and a selection of policies and procedures and children's records.
- The inspector reviewed feedback from the local authority and discussed self-evaluation arrangements.
- The inspector carried out a joint observation with the manager.

Inspector

Marilyn Joy

Full report

Information about the setting

The Avenue Day Nursery at Penton registered in 2010. The nursery is one of two privately owned settings. The nursery is situated in converted stables in the village of Penton Mewsey, near Andover in Hampshire. It is in a rural position with several outside play areas, including a woodland area. The nursery is registered on the Early Years Register. The nursery opens from 8am to 6pm each weekday and for 51 weeks of the year. The nursery receives funding for free early education for children aged two, three and four years. Currently there are 98 children on roll. The nursery supports children with special educational needs and/or disabilities. There are 19 members of staff who work directly with the children, including the manager. There is one member of staff with Early Years Professional Status and one with Qualified Teacher Status. There is one member of staff with a level 5 qualification; 10 with qualifications at level 3 and two with qualifications at level 2. There are four staff who are unqualified.

What the setting needs to do to improve further

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

- promote children's independence skills further by encouraging them to manage routine tasks for themselves
- extend opportunities for babies and younger children to spend time outdoors.

Inspection judgements

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

Management and staff create a welcoming and inviting environment for children and parents. Displays of children's work decorate the walls and toys are stimulating. For example, the sand tray is on short legs so that younger children reach it easily. Painting is offered on the table and at an easel so that older children decide for themselves which they prefer. Overall, staff successfully support children in following their interests. For example, when children paint their hands staff show them how to make hand prints on the paper. When a child is interested in drawing staff help them find their name card so they can add their name to the picture if they want to. Some children confidently organise this for themselves. They colour carefully and write their name. Staff provide children with resources and are ready to support and extend their play. This helps children make good progress according their level of development and at a rate that suits them.

Children progress well in the nursery and develop the skills they need for later learning. Older children develop confidence and concentration. Staff encourage them to switch on

their 'listening ears' at circle time. Children are familiar with this routine and respond well to the good support they receive. Children eagerly answer questions and contribute their ideas. They count how many children are present and remember what day it is. Children are confident communicators because staff give them time and encouragement to speak in lots of different situations. Staff echo the sounds babies make and provide a commentary about what they are doing. This provides them with the vocabulary they need to express themselves when ready. Staff sing with the children, encourage relaxed conversations and listen to their responses. There are plenty of books in the nursery to encourage an interest in reading. Children enjoy listening to stories as they are read well by staff. Children's communication and language and literacy skills develop well because teaching is effective.

Throughout the nursery staff use the same system for planning and assessment. This helps them achieve a consistent and more successful approach that is easily shared with parents. Staff regularly observe children and assess the progress they are making. They identify how they can support their progression and incorporate their next steps within the broad range of activities they provide. Staff recognise when children are progressing more slowly and provides them with additional support. They work closely with parents and other professionals to agree strategies of support. Staff complete the required progress checks for children aged between two and three years and shares these with parents. Staff invite parents to view and discuss their children's progress records at any time. This is in addition to the formal meetings between parents and key persons.

Overall, children become increasingly independent and self-assured as they progress through the nursery. At lunch time staff encourage children to set the table and help to organise the meal. At snack time, a pre-school helper is chosen. They are given some responsibilities to help prepare the tables and tell the pre-school children it is time for snack. However, the helper does not help prepare or serve the food. Instead, staff cut up the food and serve the drinks for children to collect. Consequently, children's independence and physical skills are not fully extended because they do not learn to cut up the food themselves or pour their drink. Younger children have a large jug of drink on their table but this is too big for them to use on their own.

Overall, teaching is successful and children make good progress in all areas. They learn about the world around them when they go for walks and explore the woodland. They find out about different celebrations children enjoy at home. In particular, these activities come alive when staff encourage parents to be involved and share their culture. Staff create displays to remind children what they learnt about Chinese New Year, for example. Children of all ages investigate an exciting range of different media and materials. They manipulate dough, investigate sand and water and experiment with mixing cornflour and water. Children play imaginatively in the role-play areas and with a variety of play figures and vehicles. Staff extend children as they play by talking about what they are doing, posing challenging questions and modelling further ideas.

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

Children flourish in the happy atmosphere the nursery offers. Staff work closely with parents when children first attend and move rooms within the nursery. This helps children settle and feel secure in a new environment. Staff organise settling visits when children change rooms. Staff liaise closely with the new key person to make sure they are fully aware of children's individual needs and stage of development. Children soon develop bonds with their key person whose role is to focus on their individual needs and liaise with parents.

Children's personal, social and emotional development is promoted well in the nursery. Staff frequently praise and encourage children. This boosts their confidence and self-esteem. Staff provide clear boundaries and guidance to help children understand what is expected. For example, older children know there should be no more than four children at the sand tray. Staff introduce an egg timer which helps children take turns. Staff give younger children a warning that outdoor play will be coming to an end soon. This supports them to give up their toys when it is time to go in. They also help to put them away which enables them to keep play areas safe and tidy. Children benefit from the clear rules staff introduce. It helps them behave well.

The nursery is well resourced with an exciting range of toys and equipment to support children's all round development. Children are divided into four age groups. Each group has their own base room and age appropriate resources. These are organised well to provide exciting areas to play. Most resources are at child height, which encourages children to be independent. They can see what is available and can make choices about what they want to do. Low furniture in the baby room provides ample opportunities for the younger children to pull themselves up and learn to stand. This supports their physical skills well because they are eager to reach for the toys they can see. Staff support this further by putting toys just out of reach to encourage children to move towards them. In response to feedback from parent's, staff introduce older toddlers with a variety of wheeled toys. This encourages them to learn how to pedal and manoeuvre cars and bikes around the garden. There is also a covered play area. Consequently, staff extend the choice of activities available outdoors, especially when the weather is unpredictable. However, staff do not take advantage of this space to create an area for the youngest children. Consequently, they do not benefit from daily experiences in the fresh air with the sensory stimulation of new sights and sounds. The nursery has several outdoor play areas, including a woodland area. This means children have lots of different opportunities to explore and investigate. Children have wellies and all-weather suits. Consequently, they thoroughly enjoy splashing in the puddles and having fun.

Children's good health is promoted well in the nursery. Staff follow effective health and hygiene procedures consistently. This helps prevent the spread of infection and helps children develop good hygiene routines for themselves. Older children confidently use soap and water to wash their hands and know they need to do this after they have been playing outdoors and before they eat. Healthy and nutritious meals and snacks are freshly prepared daily. The menu is varied and takes account of children's individual dietary and health requirements.

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

The nursery is led by a strong management team who have a thorough understanding of Statutory Framework for the Early Years Foundation Stage. They have made a number of changes to the nursery since they were appointed. Consequently all the requirements are securely met and children's welfare is safeguarded. This inspection was brought forward because of concerns received from another agency relating to safeguarding arrangements. Ofsted carried out an unannounced visit and issued a notice to improve, requiring the provider to ensure there are robust, effective systems in place in order that all staff have a clear understanding of the safeguarding procedures they must follow, should they have a concern about a child, in order that they respond in a timely and appropriate way. New management responded immediately by making changes to the child protection procedures and improving staff knowledge and understanding. Consequently, staff and management know what to do if they have concerns about a child in their care and safeguarding requirements are securely met.

Management place a high priority on children's safety and maintaining a secure environment. Staff complete daily safety checks and supervise children well at all times. Management use robust systems for the recruitment and employment of staff and checking their suitability to work with children. This includes induction and thorough performance management procedures, which help ensure staff have a clear understanding of their roles and responsibilities.

Management have high expectations for children and the nursery. They have extremely clear plans for the further development of the nursery and staff skills. The recommendations raised at the last inspection have been addressed. Consequently, processes of self-evaluation clearly identify priorities for further development. Staff are keen to support continuous improvement through careful monitoring and evaluation of their practice and children's learning. Management work closely with the local authority to develop the quality of the nursery and support children's individual needs. Management seek the views of parents, children and other professionals to help them identify areas for further development.

Management and staff develop extremely positive relationships with parents. They fully involve them in children's learning and life at the nursery. Parents feel well informed and comment on how satisfied they are with the care and learning their children receive. They appreciate supportive settling-in arrangements when children first join and move rooms within nursery. Staff work closely with other professionals to support any additional needs in order to achieve continuity in children's care and learning. Parents appreciate how effective this is and the positive support they receive.

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	EY411995
Local authority	Hampshire
Inspection number	919988
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	100
Number of children on roll	98
Name of provider	Amber Roots & Emma Palmer Partnership
Date of previous inspection	29/11/2010
Telephone number	01264 773655

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

