

Odstock Day Nursery

The Old School, Hommington Road, Odstock, Salisbury, SP5 4JA

Inspection date

Previous inspection date

05/06/2014

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	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

- The experienced and dedicated management team have a comprehensive understanding of how to provide high quality care and how children learn.
- The qualified and enthusiastic staff team provide exciting activities and effective teaching. Consequently, children thrive and make good progress in their learning.
- Management and staff monitor all areas of the nursery and children's learning thoroughly. This helps them identify areas for further development and continuously improve.
- Children flourish in the extremely well resourced and innovative environment provided.

It is not yet outstanding because

- Staff do not always take full advantage of spontaneous or planned opportunities to raise children's awareness of diversity in the world around them.

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 in all of the play rooms and the outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and owner of the provision and spoke with parents, staff and children.
- The inspector looked at children's assessment records and planning documentation, policies and procedures and feedback from parents.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, the provider's self-evaluation documents and feedback from the local authority.

Inspector

Marilyn Joy

Full report

Information about the setting

Odstock Day Nursery registered in 2013. It is one of four nurseries privately owned and managed. It operates from dedicated premises in Odstock, near Salisbury, Wiltshire. There are four ground floor playrooms for different ages with each having direct access to the outdoor area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to receive funding for the provision of nursery education for children aged two, three and four years. There are six staff working with the children. Of these, one has Early Years Professional Status, one has an early years qualification at level 5, one has a qualification at level 4 and three have qualifications at level 3.

What the setting needs to do to improve further

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

- enhance opportunities for children to understand and appreciate the diversity of people and communities in the world around them.

Inspection judgements

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

Children achieve extremely well in the nursery. They make good progress in all areas of their learning and, overall, benefit from high quality support and teaching. Staff complete regular observations and accurately monitor the progress children are making. Staff identify children's next steps for learning and successfully promote these through planned and incidental activities as they play. Staff use an online method for recording observations and instantly make these available for parents. Parents are thoroughly involved in children's activities and learning. Staff provide parents with ideas about how they can extend children's learning and development at home. For example, management suggest breaking twigs and sticks to help children develop muscles in their hands. Parents like this idea because they can introduce it easily on their walk home. Management and staff pay close attention to monitoring children's development. They complete the required progress check for two-year-old children and liaise with other agencies to ensure all children receive the support they need.

Management use their expertise to organise the playrooms extremely well. They create an environment that captivates children and ignites their interest. Resources are inspirational. Enthusiastic staff supplement this with skilful teaching and extension of children's ideas. For example, there are various sized tubes, funnels and containers in the water play. Children eagerly explore and begin to develop an awareness of capacity and flow. Staff use open questions successfully to extend children's thinking and simple problem solving.

For example, why does the plant pot remain empty when they keep pouring water into it? Likewise, staff introduce mathematical concepts easily when children create a habitat for their animal figures. Children soon learn the difference between high and low because staff clearly demonstrate and continue to reinforce in different ways.

The nursery has an excellent variety of natural and real objects and materials for children to investigate and use. For example, there is a steering wheel and windscreen wipers for a pretend bus when singing about the 'wheels on the bus'. Children's play is supported further with bus timetables, recording how many buses they see and comparing sizes of tyres. Babies thoroughly enjoy making patterns and shapes with coloured liquid on a mirror. Staff show babies how they can use a stick to tap the inside of a tin to make a noise. Babies soon copy and try this for themselves. They experiment further as they bang drums of different sizes. Resources excite children's senses and they learn with enthusiasm.

Children learn about the world around them through meaningful activities and role play. For example, staff help them explore ideas associated with going to hospital and what will make them feel better. The hairdressing salon has real magazines, a pretend hairdryer to sit under and a range of tools they can use. Children choose pictures showing models with a variety of hairstyles and create a poster for the wall. However, staff do not always take advantage of this meaningful opportunity to enhance the display with a wider range of pictures. Consequently, staff are not fully extending children's awareness of other people, communities and diversity in the wider world.

Children participate in many worthwhile activities and staff prepare them well for the next stage in their learning. Staff invite older children to think about what they want to do each day and prepare their own planning sheet. Staff then discuss this with them towards the end of the day. This regular task effectively encourages children to make meaningful marks and develop their early skills for writing. Staff help children become independent thinkers who manage tasks for themselves. Staff encourage children's communication and language skills well. They listen to children and follow children's lead. For example, older children create large constructions using a variety of blocks and materials. They create a playhouse. They build pillars and work out how they can fix a strong room. Children then extend this structure with a garage for their cardboard car and a nursery for their pretend children. Children easily develop the skills they need for future learning because staff give them time to experiment and learn. Children analyse and solve problems. They work collaboratively together and take pleasure in what they achieve.

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

Children are enthusiastic and motivated learners. They benefit from an interesting, well-resourced and challenging environment. There are plenty of innovative resources to support children's all round development. In particular, the area between the toddler and pre-school rooms is organised extremely well to ignite children's curiosity and challenge their thinking. In all rooms, there are a wide range of materials and resources for children to choose from. These are on open shelves and at low level. This successfully encourages

children to be independent and help themselves. Babies have ample space to move around and develop their physical skills as they pull themselves up on low furniture and equipment. The all-weather play surface and level access to the garden means they can crawl outside whenever they want to. The outdoor learning environment for all children is equally well resourced and is an integral part of the learning environment. Children are eager to play in the fresh air. Staff are vigilant in making sure they have appropriate sun hats and sun cream to protect their skin when it is sunny. Likewise, there are waterproof suits to protect their clothes during wet weather. Consequently, children play outdoors whatever the weather.

Management and staff implement highly effective settling in arrangements. Each child has their own key person whose responsibility is to liaise closely with parents and support children's individual needs. This is particularly important with the younger children. The effectiveness of this approach is evident in how quickly children settle and feel comfortable in their surroundings. Staff tailor settling routines according to the needs of individual children. This enables them to respond effectively when some children need longer to gain confidence in a new environment. This approach is repeated when children move from one age group to another. Staff adjust the timing of this so that children are grouped according to their needs rather than follow a strict timetable.

Children of all ages demonstrate a strong sense of belonging to the nursery. They arrive confidently and are eager to play. Babies benefit from the nurturing care of staff. They relish cuddles from staff and settle easily to sleep. Staff follow parents' wishes in this respect. There are large prams for children to sleep outdoors, cots indoors and floor level coracle beds that children can crawl into whenever they are tired. Management and staff place a strong emphasis on promoting children's emotional well-being. Lots of photographs and displays reinforce to children how much they are valued. Alongside meaningful praise and encouragement, this boosts their confidence and self-esteem.

Staff promote children's good health successfully as part of their daily routines. Children soon learn how to use the soap dispenser when washing their hands. Young children learn to pour their own drinks from the small jugs provided. Staff talk to children about healthy foods and the importance of good hygiene routines. Staff teach children about staying safe. They show them how to use equipment carefully and safely. At the same time they allow children to take risks in a safe environment. For example, there are bars for children hold onto and hang from. Children climb onto upturned crates and grab hold of the bar before swinging from them. Staff are there to make sure they do not fall while allowing them to learn for themselves. Children thoroughly enjoy the freedom to play and have fun. Children receive clear and consistent guidance from staff, which helps them to learn what is expected. Staff create a calm and friendly atmosphere. Children respond positively to this and behave well.

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

The owner and manager have an extremely thorough understanding of the Early Years Foundation Stage and their responsibilities. They implement effective policies and procedures to help ensure all the requirements are met and children make good progress in their learning. They use robust recruitment and employment procedures to ensure staff are suitable and qualified for their roles. This includes comprehensive induction and performance management systems to ensure staff have a secure understanding of the roles and responsibilities. Staff are experienced and enthusiastic. They have a clear understanding of how children learn, their individual needs and capabilities. Management and staff forge strong links with other professionals and settings involved in children's care and learning. This provides children with continuity and helps them feel secure. Consequently, outcomes for all children are good.

Management and staff have a clear understanding of safeguarding and how to keep children safe. Everyone has completed child protection training. Consequently, they know what to do if they have concerns about a child in their care. The safety of the premises is checked daily and staff are proactive with addressing any safety issues as they arise. For example, staff found that it was difficult for them to supervise all of the outdoor areas effectively. Particularly, when there are only small numbers of children and adults outdoors. As a result, a new fence was erected to provide a more manageable area for them to supervise. Children benefit because this enables staff to focus on promoting learning.

The owner and manager have high expectations for children and the nursery. They share a clear vision for the nursery based on sound theoretical knowledge and research. Management share this vision with staff and parents. In addition, they provide staff with lots of information about how to encourage children's and why. Management are highly reflective and support staff very well to reflect on their own practice and children's learning. The nursery has only been open for a short time and already the staff team are working well to enhance children's experiences. Areas for further development are acted on promptly and changes made. Management fully involve staff, parents and children in this process. For example, staff help to review the nursery's policies and procedures and improve them. As a result, the revised procedures for nappy changing are straightforward, clear and effective.

Management and staff develop very positive relationships with parents. They are well informed about all aspects of the nursery and their children's learning and care. Parents have ample opportunities to speak to staff and management about their child. Parents comment on how extremely satisfied they are with the nursery and the care their children receive. Parents like the variety of methods used for sharing information including a secure internet site where they can view photographs of their children's day. Parents also value the individual settling routines which are tailored according to each child's needs. Parents are extremely complimentary and comment on how much their children like attending.

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	EY473801
Local authority	Wiltshire
Inspection number	949020
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	26
Name of provider	Gaenor Joan Nokes
Date of previous inspection	not applicable
Telephone number	01722 323252

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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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