

Valley Nursery

2 Dale Valley Road, Southampton, SO16 6QR

Inspection date

Previous inspection date

02/07/2014

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

- Staff plan and provide children with an interesting and purposeful learning environment, giving them a wide range of opportunities for learning and development.
- Care practices in the setting are effective in helping children feel emotionally secure, and ensuring children are physically and emotionally healthy.
- Staff are sensitive and proactive in supporting families who are learning English as an additional language.
- A clear policy and robust procedures are in place for the recruitment of new staff, to help to ensure they are suitable to work with children and for their role.
- The owner and manager work well with their local early years advisory team to raise standards across all areas of the setting.

It is not yet outstanding because

- There are few systems in place to fully engage parents in their children's learning at home and at the setting.
- Systems of evaluation are not fully developed, to help managers prioritise their next steps for development and the strategies they need to achieve those improvements.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed a wide range of activities across all areas of the setting and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding, staffing, supervision, risk assessment, equal opportunities and health and safety, and checked a selection of other policies.
- The inspector sampled a range of children's records, and the setting's systems for planning, evaluation and exchanging information with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from them.
- The inspector met with the leadership team and offered to conduct a joint observation with the manager.

Inspector

Helen Robinshaw

Full report

Information about the setting

Valley Nursery registered in 2014. It is run by a limited, family-owned company. The setting operates from a two-storey, refurbished building in Shirley, Southampton, very close to the General Hospital. The premises include six indoor play rooms and associated facilities, such as secure outdoor play areas. The setting is open each weekday from 7am until 6pm, except during bank holidays. Children attend for a variety of sessions and may stay all day. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 23 children on roll, all of whom are in the early years age range. The setting is in receipt of funding for early education for two-, three- and four-year-olds. It supports children learning to speak English as an additional language and welcomes children with special educational needs and/or disabilities. The provider currently employs a manager and five other members of staff, all of whom hold relevant 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:

- strengthen the range of strategies used to engage parents in their children's learning at home and at the setting
- develop further systems of self-evaluation in order to clarify the setting's priorities and plans for improvement.

Inspection judgements

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

Managers and staff at this new setting are good at meeting the needs of the children who attend. They have and continue to work hard and conscientiously as more children join the setting, and staff identify areas they wish to develop further. Managers and staff have a very clear understanding of the learning and development requirements of the Early Years Foundation Stage. They design and implement education programmes, which cover all areas of children's learning to a good standard. Toys and resources in the attractively refurbished setting provide ample material for staff to teach all areas of learning across a good range of contexts. For example, each age group of children may access books, number games, role play and toys to develop greater hand control in each of the upstairs teaching areas. There are also opportunities for children to look at books, count, create imaginary games, handle paintbrushes and use craft materials in the downstairs and outdoor teaching areas. Children are able to move freely within each area of the setting where they can choose, reach and discover the activities they enjoy the most. This means

they soon become interested and busy in their learning, mastering new ways of doing things and testing out their skills.

Staff carefully and frequently observe children as they play. They note children's interests and achievements, relate these to areas and typical ages of development, and record this information in children's learning journals. From these observations, staff identify children's next steps in learning and plan activities that will help them progress towards those goals. The setting has only been open a few months, but staff's observations show that the children in their care have made good progress during that time. Staff also constantly review their own systems for recording children's achievements and the impact and quality of their teaching. This helps to ensure that all children make good progress as staff identify and respond appropriately to any gaps, delays or particular strengths in children's learning.

Staff are building good relationships with parents and carers who speak very positively of the information they exchange on children's daily care routines. Consequently, children settle in quickly as staff know enough about children to plan challenging activities they will enjoy. Staff also share their progress checks for two-year-old children with parents and these include some next steps in learning. Parents receive a copy of this check so they may share it with their health visitor. However, parents are not always actively engaged in helping to identify next steps in children's learning and development or in carrying over activities to support them at home. Display boards show some pictures of the type of activities children do and learn from during their day. There is also some information about areas, but not characteristics, of effective learning for parents to read. Systems for sharing information about children's learning and development are therefore emerging, but not fully engaging parents and carers. Staff are developing and evaluating the most helpful procedures to work with parents to support children's moves to new schools. With parents' permission, staff contact each school's early years team so they may introduce some classroom rules or routines, and know the best ways of helping children prepare for school.

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

The setting has an effective key person system in place to help children settle and form secure attachments. This means children feel safe and well loved when they are apart from their parents and carers. Staff tailor care to meet the individual needs of the children. They complete daily diary updates, which parents review and then add their own comments. This exchange of information helps to maintain sleep patterns and care routines across different contexts. Children enjoy a wide range of healthy and nutritious hot meals at lunch times. Parents note their appreciation as children see their friends enjoying different foods and are more willing to try new flavours and styles of cooking. Staff are also very sensitive when meeting the needs of parents and children who speak English as an additional language. Staff welcome all children into the setting, celebrate the diversity of home languages and work to find words, gestures and signs to develop communication competence and confidence.

Staff are good role models and have realistically high expectations for the children in their care. Consequently, children learn to sit around small tables, manipulate cutlery and help clear up their plates at meal times. Staff also help children learn that it is polite to wait for each other to finish and that the food they eat is important to give them healthy bodies. They understand that some children do not eat all the same foods that they do, for different reasons. This helps children learn to respect and understand each other's differences from a very early age.

Staff deploy themselves well throughout the day as they meet children's needs and interests in different parts of the indoor and outdoor environment. Staff are fully aware of risks to children's safety as they prepare risk assessments of every area of the building and the activities they prepare. Staff teach children to step carefully and use low-level handrails as they manage staircases, which have gates at the top and at the bottom. They also teach children how to keep themselves healthy by washing their hands thoroughly before they eat. Staff support children's growing independence as they manage their own hygiene in well-appointed bathrooms where children can reach the water, soap and hand towels. As other children wait their turn to use the bathrooms, staff sit them down for circle time activities and sing songs about hygiene. This helps to keep children safe and teaches children ways to keep themselves healthy.

Staff design the setting to meet and foster the interests and development of all children. Rooms on the ground floor open onto the outdoor play area. This encourages children to move freely between areas and gives them plenty of opportunities to play in the fresh air. The outdoor area includes equipment and open spaces to support children's physical movement and handling skills. Staff help children learn to throw and catch, ride sit-on toys and scooters with increasing control and dexterity, and adapt the playhouse to suit different stories. Staff design some activities to help children learn to work together. Children practise skills they see staff model as they delay their own ideas to help a friend, or negotiate and co-operate to achieve a particular task. Sunshades shield children from the midday sun and the theme carries over into the adjoining rooms. A tent for stories and small group work extends the summer camping theme. Children learn about different types of holidays and styles of living around the world. They create pictures of ice creams and fruit sundaes with craft materials in the adjacent messy play area. Children are proud of their rows of sunflowers, and the seeds they have sown and are now nurturing on the windowsills. Staff constantly review the way the children use the new setting and how they can design areas and activities to enhance their development. As a result, they provide children with a stimulating environment where they are preparing them well for all aspects of life and learning.

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

The owner and her manager are working extremely well together to create a new setting and have gathered an enthusiastic team to help them. Across the team, staff have a strong commitment to meeting the requirements of the Early Years Foundation Stage to a high standard. Effective systems for observation, planning and assessment help to ensure

that children make good progress across all areas of learning. The local early years advisers provide regular support and guidance, which the team greatly appreciate. This forms the basis of a trusting and dynamic partnership, leading to constantly improving provision for young children and their families. For example, a recent joint review of the setting's achievements to date helped the managers identify their strengths and weaknesses. Managers recognise they still need to think through this evaluation and prioritise their next steps for development and strategies to achieve those improvements. These systems help the team drive forward further improvements for all children, without staff being overwhelmed by their longer-term pursuit of excellence.

Managers put in place and implement effective policies and procedures for safeguarding children, and staff know and follow these through. Staff attend training and share updated knowledge and awareness of safeguarding strategies with other staff. Staff meetings provide a regular forum for staff to think through these issues and how training and guidance can be applied to their own practice. Managers understand the importance of using tight procedures for vetting, recruiting, inducting and supervising staff and students. These procedures help to ensure that everyone working with the children is suitable to do so. Contact details for the Local Safeguarding Children Board and Ofsted are on display, should staff and parents require them. This means that all those involved with the children know where they can find further advice if they have any concerns.

The setting has clear and well-understood policies and procedures for assessing any risks to children's safety. Staff prepare risk assessments for all areas of the setting, which they check routinely to help ensure the environment remains safe. First aid kits are accessible in case of accident or injury and staff attend regular updates in this area. This helps to ensure that staff do everything possible to make and keep the environment safe for children, and to respond effectively should an accident occur. All mandatory documentation for the safe management of the setting is in place, with systems developing to update and maintain it. The setting keeps written records of accidents, injuries and first aid treatment, including evidence of when parents are informed. This means everyone knows what has happened to children and any further attention they may need. The managers review these records regularly to check for any recurrences and if areas of the building or activities should be adapted to improve the safety of the children.

Staff guide children through the emergency evacuation procedures on a very regular basis as new staff and new children become familiar with the different routes out of the building. They welcome offers from parents working for emergency and community services to help bring alive topics on 'people who help us' and to develop links in their community. Staff are also able to take children to visit their next-door neighbour who runs the local store. This helps children understand their place in the community, greet their neighbours and know where to buy products for their cooking and craftwork activities. Managers are keen to drive forward improvements with a team of enthusiastic staff focused on helping children meet their full potential in all areas of learning, development and care.

The Childcare Register

The requirements for the compulsory 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	EY470161
Local authority	Southampton
Inspection number	952003
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	42
Number of children on roll	23
Name of provider	Valley Nursery Limited
Date of previous inspection	not applicable
Telephone number	02380360133

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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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