

Cowplain Day Nursery

Cowplain Activities Centre, Padnell Road, WATERLOOVILLE, Hampshire, PO8 8EH

Inspection date

22/07/2014

Previous inspection date

21/02/2011

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children flourish at the nursery. They thoroughly enjoy their learning and achieve extremely well in relation to their starting points.
- Staff use excellent observation, tracking and assessment systems exceptionally well to ensure all children are highly challenged and reach their full potential.
- Children are very happy and relaxed. They are able to thoroughly enjoy a wide range of exciting activities which stimulate and motivate them to become active learners.
- Children benefit hugely from the highly successful partnership between the staff and parents, ensuring key information is shared between them.
- Children feel extremely safe and secure in the nursery, and arrangements for safeguarding the children are robust.
- The quality of planning for all children is excellent. Each child receives an exceedingly enjoyable, challenging experience across all areas of learning.

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 discussed the format of the inspection with the manager.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector observed activities in the indoor and the outdoor learning environments.
- The inspector took account of the views of parents spoken to on the day.
- The inspector and manager undertook a joint observation of a planned activity.

Inspector

Alison Large

Full report

Information about the setting

Cowplain Day Nursery registered in 2007 and is privately owned. It operates from Cowplain Activity Centre in the Cowplain area of Hampshire. It serves families from the local and wider community. The nursery is open from 8am to 6pm, Monday to Friday all year round, excluding bank holidays. Children are able to attend full-time or on a sessional basis. In addition, school age children up to eight years of age, who attend the nearby Padnell Infant and Junior Schools, may attend before and after school, and during the school holidays. There are currently 79 children in the early years age group on roll. The provider receives funding for the provision of free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities, and those learning English as an additional language. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are seven members of staff employed to work with the children, all of whom hold relevant childcare qualifications.

What the setting needs to do to improve further

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

- enhance the educational programme for understanding the world further, for example, by increasing opportunities for all children to freely access and use a variety of technology resources and equipment to fully extend their individual learning.

Inspection judgements

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

Children flourish at the nursery. They thoroughly enjoy their learning and achieve extremely well in relation to their starting points. The staff team create a challenging and stimulating environment, where the atmosphere is incredibly positive and encouraging. Throughout the nursery, children are making excellent progress in all areas of development. They are confident and keen to join in with activities. Very effective systems are in place to help staff ensure children have many opportunities to consolidate or further their learning. Younger children are beginning to use tools, such as paint brushes and glue sticks, with confidence. Older children are very confident in naming colours and shapes. They are progressing to writing their own name and understanding simple mathematical concepts. Each child receives an extremely enjoyable, challenging experience across all areas of learning. Staff use excellent systems for assessment and planning to ensure activities and learning experiences fully support children's interests and the next steps in their learning. The monitoring of children's progress towards all the early learning goals is extremely effective. The manager has devised an excellent tracking system, which she

uses to skilfully track the progress of all the children attending the nursery across the seven areas of learning. This enables her to highlight if any child is below or above average for their age and stage of development. The staff team promote children's development through an excellent balance of child-led play, planned activities and interesting resources. For example, the children have access to the spacious sports hall where they can choose from a wide variety of exciting resources and use their imaginations in their play. They can build dens, play games, ride wheeled toys or have a chat to staff in the cosy corner. These activities are highly effective and enhance the children's learning.

Children develop new skills, grow in confidence, and rise to the challenge of trying something new. However, children's use of technology to support and extend their growing understanding of the world is reduced as staff do not always provide opportunities or resources to promote this aspect of children's learning fully effectively. Nonetheless, children are very active learners and staff demonstrate a very secure knowledge and understanding of how children learn. As a result, children are very motivated, develop a highly positive attitude to their learning, and learn to work alongside their peers extremely well. Staff promote children's independence particularly well. Children are developing a range of skills, such as putting on their own coats and shoes, pouring their own drinks, and helping to tidy up. All children enjoy many opportunities to choose, participate and become independent in their play, which benefits their future learning.

Children develop excellent communication skills and chat happily to one another, and to adults. Staff use high quality teaching methods to support and challenge children's learning. For example, staff help children to sound out their names and make marks for the different letters. Staff give lots of praise and encouragement for children's emerging writing skills, which in turn greatly boosts children's self-esteem and confidence, preparing children very well for school. Staff support children extremely well by offering praise and encouragement. They demonstrate an excellent understanding of children's individual learning needs. The younger children are supported exceptionally well by staff and become confident in their daily routines. Staff demonstrate excellent teaching methods as they interact and sit at the children's level, maintaining eye contact. All children relish their time at nursery and are very happy and relaxed. They thoroughly enjoy a wide range of exciting activities that stimulate and motivate them.

The nursery has implemented the progress check for two-year-old children very successfully and all related documentation is in place. As a result of the highly effective assessment, and recording of children's progress, parents receive a very clear picture of where their children are in their learning. This actively encourages parents to be involved in their child's learning and development. Parents receive excellent information about the life of the nursery via the notice boards, newsletters, parent meetings and through daily chats to staff. Parents spoken to commented that they have seen their children make outstanding progress while at the setting.

Children relish their time at the nursery. They are welcomed into a warm and friendly setting by staff who meet the children's welfare and learning needs with great success. An excellent key-person system is in place, which enables all children to develop independence and be ready for the next stages in their learning. Children build very strong emotional and trusting relationships with their key person and this close relationship helps children develop high levels of self-esteem and confidence. Staff make excellent use of resources overall. The indoor and outdoor play areas are extremely well organised to ensure children can take part in a stimulating and exciting variety of activities.

The nursery provides an excellent variety of healthy and nutritious snacks and evening meals, and parents provide their children's lunches. Children benefit hugely from the carefully balanced selection of food offered to them. Children learn about good hygiene routines and from a young age can independently take themselves to the bathroom to wash their hands. They all know that they must wash their hands after using the toilet, before eating and after messy play. Excellent systems are in place to inform staff of any health or dietary issues the children may have. Children behave extremely well, they are learning to share and take turns, and play very well together. They are developing very good relationships with each other, and interact extremely well together throughout the nursery. Children are very confident to make their own choices and decisions. They have access to a variety of outdoor areas where they can choose from a wide variety of exciting resources and use their imaginations in their play. They can use the school's outdoor learning area, which embraces the forest school ethos, where the children enjoy playing with the natural resources and making dens. They also have access to the adjoining park, as well as their own enclosed outdoor area. The children enjoy going for walks in the local area and have great fun collecting items for collage making, or hunting for bugs. These activities are highly effective and enhance the children's learning.

Staff fully promote the children's health and safety in the nursery. Children are secure and safe and feel a sense of belonging, fostered by consistent care from staff and excellent resources. One of the nursery's many strengths is how they handle children's preparation for school. Excellent procedures are in place for a smooth move. Staff liaise extremely well with the local schools that children will move on to and this ensures a smooth transfer, consistency of care and learning, and reassurance for each child. Parents and children thoroughly enjoy the wonderful graduation ceremony the nursery stages for the children who will be leaving to start school. This demonstrates brilliantly how far the children's confidence has grown during their time at the nursery.

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

The leadership and management of the nursery are inspirational. Clear procedures are in place for the recruitment and vetting of new staff and this ensures all adults working with the children are suitable to do so. The manager works highly effectively to ensure all the staff team receive high-quality supervisions and appraisals. The manager closely monitors staff performance and ensures they keep their already first rate skills and knowledge up to

date. This results in an extremely confident staff team, who all demonstrate an excellent understanding about how to help all children develop and progress. The registered provider is extremely committed and highly dedicated in maintaining the highest levels of achievement for the children. She and the staff have worked exceptionally hard to develop the high quality systems for observations, tracking and planning.

Arrangements for safeguarding children are robust. All staff undertake training in child protection and have a very good understanding of safeguarding procedures, their roles and responsibilities, and how to protect children. The manager has high aspirations for quality. This is evident through ongoing improvement in all areas, in close consultation with staff, parents and children. Efficient systems are in place for evaluation of the nursery to reflect the excellent practice, and prioritise any areas for development. All children are included and supported extremely well and the nursery promotes equality and diversity highly successfully.

The superb partnership between the nursery and parents ensures key information is shared between them effectively. The staff inform parents about daily routines, their children's progress and the activities their children have taken part in. Parents commented on the 'fantastic' and 'huge' effort all staff put in to looking after their child. They expressed enormous confidence in the very high standards of care, communication and their child's preparation for the future. They praised the wonderful family feeling of the nursery and commented on how nurturing and caring staff are and how extremely happy they are with the progress their children are making. Partnerships with other settings the children attend are excellent. Staff liaise extremely well with the other providers of the Early Years Foundation Stage, which results in a fully shared approach to children's care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY347932
Local authority	Hampshire
Inspection number	815319
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	40
Number of children on roll	79
Name of provider	Sandra Mugridge
Date of previous inspection	21/02/2011
Telephone number	07886 607 198 or 02392 641 989

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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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