

The Childrens Nursery

Civic Offices, Euclid Street, Swindon, Wiltshire, SN1 2JH

Inspection date

02/09/2014

Previous inspection date

17/01/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 well-established key person arrangements ensure children are happy and secure in the nursery, and are confident to seek support when needed.
- The management and staff have made significant progress since the last inspection. Consistent assessment and planning for children's individual progress means that children do well in the environment, which includes stimulating resources and activities.
- Staff teach children about leading healthy lifestyles by discussing healthy diets and physical exercise.
- Staff work well with parents. They keep them well informed about their children's progress and well-being.

It is not yet outstanding because

- Although staff provide activities that develop children's understanding of numbers and counting, there is scope to strengthen children's development of mathematical language.
- Children have opportunities to take on small responsibilities. However, staff do not always extend children's growing independence by encouraging them to undertake suitable tasks as often as possible.

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 in three playrooms and outside.
- The inspector had discussions with management, staff and children.
- The inspector checked the evidence of suitability and qualifications of staff working with children.
- The inspector sampled a range of documentation including children's learning and development records and the settings policies and procedures and development plans.
- The inspector spoke with some parents and relatives about their experiences of the setting.

Inspector

Jan Harvey

Full report

Information about the setting

The Childrens Nursery opened in 1992. It originated as a work place nursery for the employees of Swindon Borough Council, but places are now also available to the wider community. It is near the centre of Swindon. The premises are a single-storey building with five separate rooms, plus three outside areas for outdoor play. The nursery is open 51 weeks of the year, five days a week from 8am to 5.30pm. The nursery is registered on the Early Years Register. The nursery took over the neighbouring pre-school two years ago, rapidly increasing numbers of children attending. The nursery supports children with special educational needs/disabilities and those whose first language is not English. Children attend the nursery from three months to five years of age. There are currently 92 children attending in this age range. There are 20 members of staff, three with Early Years Professional Status and the remaining 17 at level 3, with three of these staff studying currently for a variety of higher level qualifications.

What the setting needs to do to improve further

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

- develop the use of everyday opportunities to extend children's thinking skills and enhance their mathematical understanding
- extend ways to further strengthen children's independence especially during meal times.

Inspection judgements

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

Children settle quickly in this welcoming environment, where friendly, caring staff support them effectively. Children are progressing well in all areas of learning and development. The manager and staff made significant changes to the nursery provision since the last inspection. Staff have a good knowledge of how children learn, and their role in encouraging their ongoing learning needs. A successful key-person system helps staff build effective relationships with parents. They gain information about each child's needs, interests and achievements to identify initial starting points. Staff use this information to plan for each child's individual learning needs. Good observations, assessments and planning, plus parents' comments about their child's learning at home, ensure staff are able to identify areas for future development. Effective assessments are in place to ensure individual children, who need additional support, are ready to move onto the next stage of their development. The required progress check for two-year-old children is in place, with parents also sharing their views. This results in staff following the children's individual

needs and interests. They plan interesting and inspiring activities both inside and outdoors. Staff have reviewed and increased resources, and children throughout the nursery now have access to a wide range of natural materials.

Overall, the quality of the teaching practice is good and some is excellent. On-going staff training has resulted in skilled staff making good judgements about when children need time to play and explore independently. They also know when to step in and extend children's learning. For example, staff talked to older children about a castle they were making and questioned them about how they made mud in the castle moat. This helped children to extend their language and thinking as they talked together, and explained that 'the rain fell and made the soil wet and it made squelchy mud'. Staff nurture communication and language skills impressively in all age groups. Children learn through close interactions with their key person. When children speak English as an additional language, staff invite parents to share words, rhymes and songs in their home language. This helps children with their emerging communication and language skills, and shares other cultural languages with all children. For example, while playing in the garden a child sang a song he had learnt in the previous weeks in a different language.

Throughout all age groups in the nursery, staff routinely encourage children's progress across all areas of learning. Children progress well physically; exploring and enjoying the outdoor provision, riding on bikes, negotiating slides and tunnels, and dancing enthusiastically to agility rhymes. Children have easy access to a wide range of books and are involved in making bright displays of their favourite stories. There are now cosy, inviting book areas in all the rooms, and children enjoy looking at books with staff and alone. Children are seen 'reading' to their friends and accurately counting to high numbers using the illustrations in the book. Staff occasionally miss opportunities to extend children's learning about mathematical language during their play. Older children easily recognise their name. They learn about letters and sounds in many routine and play activities, including the naming of their artwork and models.

Babies and toddlers make excellent progress supported by quality interactions from caring, supportive staff. The effective key person system ensures staff follow young children's routines established at home. Children are secure and confident in their learning. Staff teach and encourage them by singing rhymes and talking to them. They introduce them to new and familiar books and toys. Staff plan exciting activities, including hiding plastic insects under soil, foliage and twigs. Staff in the baby room have recently divided the large room with low wooden furniture to foster babies' exploratory skills. Staff have transformed the toddler room with a variety of interactive learning areas for children to experience. All these changes help to develop children's expressive skills by encouraging them to use their imagination and creative skills in their play. Staff provide interesting resources so that children explore making marks, using a good range of tools on different textures.

Older children develop their vocabulary, confidence and self-esteem as staff listen carefully to what children say and what they want to do next. They join in children's chosen play, praise their efforts and achievements, and show a real interest in what they are doing. These interactions motivate children, and support them to persist and to find different ways to do things. For example, children pretended to be in space and built a tall

rocket with boxes, which kept falling down. The children asked for tape to make it stronger. This means that children learn to think critically about activities and seek solutions. As a result, all children, including those whose home language is not English, are well prepared when they eventually move to school.

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

Settling-in procedures, and information gained from parents about their children, have been improved. Therefore, children and parents benefit from secure relationships with their key person and familiar staff. New parents have ample visits and time to share information about their children. They ask questions, and children moving rooms have well planned visits. This enables new children and younger children to feel safe and secure.

Children's care plans include care, dietary and food needs so parents are aware of what their child has done throughout the day. Staff follow appropriate and hygienic procedures when changing nappies, and are diligent concerning the quality of personal care of the children. Nappy changing areas are discreet to preserve dignity for children, and older children receive good help with their toilet training. Staff are sensitive to when children are getting tired, and offer quieter activities, such as story time, to settle younger children to sleep. Mealtimes are social occasions when children sit together with staff and eat freshly prepared snacks and healthy meals. Staff consistently promote a healthy diet, and all children drink fresh water whenever they are thirsty. Children develop good self-care skills as they learn to turn on taps, pour their own water and wipe their own faces after meals. Although children are clearly happy and confident within the setting, there is scope for staff to promote their personal independence further by giving them more opportunities to take on small responsibilities at meal times, and when tidying up.

Children effectively learn how to keep themselves and others safe as they explore the spacious rooms and outdoor environments. For example, children remind each other to 'wash their hands' when they have been to the toilet. Staff constantly explained safety routines and reminded children about 'classroom rules' regarding behaviour. They talked about 'kind hands' and 'taking turns'. Children behaved very well throughout the nursery because staff used a calm and consistent approach to behaviour management. Children shared resources and allowed others to take turns, and staff praised kind acts and good manners. This means that children gain a sense of responsibility and understand the expectations staff have of them. All staff are positive role models.

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

The provider, senior management team and staff now have a secure knowledge of their responsibility to meet all requirements of the Early Years Foundation Stage. Since the last inspection, all actions have been fully implemented. There are good systems in place to monitor planning and assessment to make sure that staff identify and meet the needs of each individual child. Staff have undergone successful training to enhance their teaching

skills to improve children's language and communication skills. This has clearly increased the progress of all children. Further training, regular audits and a more effective use of highly qualified staff, ensures that all staff plan and provide a range of challenging and enjoyable experiences for children. The planned activities encourage creativity, exploration and natural curiosity inside and outdoors. These changes have improved the progress that children make during their time at the nursery, and support the development of children's confidence and positive self-esteem.

The dedicated manager is successfully evaluating the nursery and the service it provides. She values feedback from previous inspections, local authority early years consultation visits, the views of parents and staff, and audits of practice. The nursery's development plan includes further improvement of the pre-school outdoor garden and children's communication diaries. The manager and senior management team fully understand that self-evaluation is an ongoing process. Although the standards of education, and the learning environment, have greatly improved since the last inspection, the manager continues to book future training to improve staff teaching skills further. This shows she is committed to developing practice, so that children benefit from the continuous professional development of all staff.

Staff use comprehensive written risk assessments, covering the premises, activities and outings, to promote children's safety. Additionally they use daily visual checks. Staff demonstrate an effective understanding of their responsibilities to safeguard children. They securely understand the steps they would take if they had a concern about children's welfare and the procedure to take. The management team use robust recruitment procedures to ensure all staff working with children are suitable. A thorough induction procedure is in place. This is detailed and ensures that new staff effectively understand their roles and responsibilities. Regular supervision meetings now in place identify staff personal development needs, including further training and support.

Staff work effectively in partnership with other providers and professionals. Having obtained parents' permission, staff liaise with shared settings so that children benefit from consistent practice and the sharing of any concerns. The management team values partnerships with parents, and provides a range of information to keep them informed. Parents are welcomed into the nursery and encouraged to share in their child's learning. Children's communication diaries record positive comments from parents confirming children settle well in the caring environment. Staff offer informal and formal feedback to parents about their children's care and learning. Parents and carers have many appreciative comments to make about the nursery and staff, valuing the personal support for families.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	109115
Local authority	Swindon
Inspection number	962648
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	92
Number of children on roll	97
Name of provider	Swindon Borough Council
Date of previous inspection	17/01/2014
Telephone number	01793 463573

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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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