

# Egg Day Nursery

Stockbridge Road, Sutton Scotney, WINCHESTER, Hampshire, SO21 3JW

<b>Inspection date</b>	09/09/2014
Previous inspection date	27/04/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- The committed and enthusiastic staff have considerable understanding of each child, which fully promotes children's learning and care.
- The management and staff team collaborate with each other to offer the children a vibrant and purposeful environment, which is extremely conducive to their learning.
- Key persons plan activities for individual children and are skilled at including, and fully engaging, all children in these activities. This results in children making rapid progress in their learning.
- Strong and effective links exist between providers, parents and other agencies who all work together to ensure children's needs are met and that no child is disadvantaged.

## 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 the interaction between the staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector spoke to children, parents and staff to ascertain their thoughts on the nursery.
- The inspector sampled assessment records kept on the children along with planning documentation.
- The inspector discussed aspects of the nursery with the owner and management team.

## Inspector

Amanda Shedden

## Full report

### Information about the setting

Egg Day Nursery is privately owned by a couple, one of whom is a qualified teacher, and registered in December 2009. It operates from a detached, converted Methodist chapel in the rural village of Sutton Scotney, Hampshire. Children have access to an enclosed outdoor play area split into four clearly defined sections. The nursery serves a wide geographical area and is located near to major road links. The nursery is registered on the Early Years Register. The nursery operates daily from 8am to 6pm, for 51 weeks of the year, with an early club from 7.40 am and a late club until 6.20pm offered too. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery receives funding for the provision of free early education for three- and four-year-olds. The nursery employs 16 members of staff to work directly with the children. Of these, two hold a Foundation degree in Early Years. Eight staff hold a relevant childcare qualifications at level 3, four members hold a qualification at level 2 and six members of staff are currently undertaking a relevant qualification at level 3. The nursery also employs a chef. There are currently 73 children in the early years age range on roll.

### What the setting needs to do to improve further

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

- reconsider lunchtime routines in the toddler room so that children receive a rich experience, for example, by ensuring they do not wait too long for their meals to be served.

### Inspection judgements

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

Children thrive in this innovative and exciting nursery where they learn through their play. Children access an extensive range of activities which are fully supported by staff who are successful in engaging children to consolidate or enhance their individual learning. Skilled staff show a genuine interest in what children are saying and doing, building on the children's interests while incorporating learning.

Throughout the nursery, the interaction between staff and children is purposeful and consistently supports children's all-round development. The babies enjoy warm relationships with the staff that sit and cuddle them and talk to them while they explore their surroundings. This helps develop their language skills and understanding of the world. The toddlers have great fun and were completely engaged during parachute play. The skilled staff effectively taught children about colour and concepts, such as under, over and on top while they played. Older children increased their knowledge of the natural

world as they looked for bugs and insects. They were inquisitive and encouraged by staff to look carefully to identify differences and similarities. Children are learning the names of the different creatures and know for example, that caterpillars turn into butterflies. These young children learn about number through their play and everyday routines. For example, staff count slowly so that the children learn about the sequence of numbers when putting resources back into containers or counting how many children are present.

Pre-school children enjoy a range of activities both planned and incidental, which reflect their interests. Indoors the innovative staff have changed the book corner into a campsite with sleeping bags and picnic rugs. Children thrived on the challenge of, and persevered with, making a den outside where they took pillowcases to represent sleeping bags and books and torches to read by. The knowledgeable and enthusiastic staff ask purposeful open questions that encourage children to extend their thinking, engage in conversation and to solve problems for themselves. Focused activities take place each day to support children's further development, which supports the children's next milestone. For example, they talked about the dangers and uses of campfires. Staff asked children to recall the colours of the real fire they had made the week before. They then collaboratively worked together to turn a box into a campfire. They used a range of materials such as tissue paper, feathers, card and pens to cover the box and other natural collage materials to 'burn' inside the box. The skills of the staff ensured that each child in the group took an active part in the planning and creation of the pretend fire. The interaction clearly reflected that staff have an extremely clear understanding of each child's skills and abilities. Knowledgeable staff use these exciting activities well to help develop children's skills and gain a positive attitude to learning. As a result, children are extremely prepared for their next stage in learning.

Staff include children's interests in the planning of activities. Consequently, children enjoy an excellent range of stimulating and exciting activities that staff plan alongside the ongoing themes. Staff make regular observations and precise assessments on all the children in the nursery, which enables them to fully promote and consolidate children's learning throughout the day. The extensive information collected by staff enables them to clearly identify children with additional learning needs and to inform future planning of activities. Staff are proactive, liaising with other relevant agencies to promote children's learning effectively. Staff complete the required progress check for two-year-old children and share this with parents. Next steps in learning and development are highlighted and this enables all staff to interact at each child's individual level promoting their knowledge.

Staff exchange comprehensive information with parents so they are fully aware of their child's experiences at the nursery. Staff actively engage with parents, resulting in them having a comprehensive understanding of their child's development. This enables them to extend their child's learning at home.

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

Children feel extremely secure at the nursery, which promotes their sense of well-being and confidence. They settle quickly into the routine of the day. When children move from

one base room to another, the key persons exchange good quality information about the children to aid the transition. Visits are arranged between the rooms until the children are happy and parents are kept fully informed about the changes. New children have visits so they experience the room they are going to play in, meeting the children, their key person and other staff. The key-person system is fully embedded across the nursery giving each child a main carer and a buddy carer. Staff share this information effectively with parents through discussions and notices outside the rooms. Staff support children moving on to school to be 'school ready'. For example, children become confident and independent learners. Staff provide them with a good foundation across all areas of learning and many children can write and recognise their own names. Staff promote continuity of learning by inviting reception teachers in to discuss and meet the children prior to starting school. The effective organisation of each room results in all staff being aware of children's needs, which effectively promotes children's emotional well-being.

Staff are committed to promoting an inclusive setting so all children participate in 'egg time'. Small groups of children go with their key person into another room and spend time with different aged children, staff and access different resources. This helps to develop their social skills with children of different ages and aids in transitions across the nursery. Staff provide meaningful opportunities for children to engage in worthwhile activities to explore different cultures. For example, they have recently been learning about different countries in Europe through games, books, craft activities and cooking. Staff involved parents by encouraging them to visit the nursery, share their knowledge of other cultures and participate in the activities.

Each age group have their own dedicated base rooms and staff. All children play in wonderfully bright, spacious and stimulating environments and are exceptionally well supported in their play. Extensive, accessible resources effectively offer variety and interest, and even the youngest children can choose what they would like to play with. This promotes their individual learning preferences well. Both indoors and outdoors are exceptionally well laid out to offer children substantial and inspiring learning environments where they learn through their play. The garden is part of the continuous provision and is used exceedingly well for the benefit of all children. It is divided into different areas and the children rotate around them giving them worthwhile learning and fun experiences safely. Staff display children's artwork and photographs of the children showing that they are valued and giving children a sense of belonging.

Children behave extremely well. Each age group has a song that staff sing and sign with the children to bring the group together and get them ready to listen. Children respond when asked to help tidy up the resources and they learn to share and take turns from a young age. They have positive relationships with their peers and staff members. Staff focus on the positives of children's behaviour, praising the children and, in turn, boosting their self-esteem. They learn to respect and value others through well-planned activities, and staff role modelling. Children know the routine of the day and this helps them feel very secure and respond positively as they know what is going to happen next. Staff teach children how to keep themselves safe through discussions and routines. For example, they use 'safety trains' to move from one area to another, holding onto each other and being observant so they do not trip up. Staff engage children in conversations about safety, such as the danger of camp fires. All children and staff practise regular fire drills to ensure they

can implement the evacuation procedures quickly and safely in the event of an emergency.

Staff offer children many opportunities and experiences that promote their understanding of healthy lifestyles. Each day children access the fresh air outdoors using the garden with a range of different resources to promote their physical development. Children have healthy snacks and freshly cooked meals each day. Older children participate in activities with the chef, which provide them with an extensive understanding of different foods. For example, they confidently state that, 'Potatoes are carbohydrates and give you energy, chicken is protein and helps develop your bones and along with vegetables they make you, big and strong'. Staff teach children the importance of washing their hands prior to eating, and support them to be confident and competent in their self-care skills. Children have access to water throughout the day to quench their thirst. Older children help themselves from jugs and staff offer babies additional drinks throughout the day. During meal times older children sit and have conversations making it a social occasion. They collect their plate of food and clear away their plates afterwards. This helps to prepare them well for their next stage in learning, such as school. However, the organisation at lunchtime for toddlers resulted in them sitting and waiting for their food. Staff respect babies' home routines, providing their meals, bottles and sleep times according to their individual need. This promotes continuity and successfully supports their growth and development.

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

The nursery's approach to safety is outstanding. Records such as daily registers and accident records are all in place with the procedures very well known to all staff. All adults have undergone rigorous checks to ensure their suitability to work with children. Staff are required to complete an annual declaration to support their ongoing suitability. There is a thorough induction for any new staff members and students, and this together with excellent communication results in them having a clear understanding of their role and responsibilities. Staff are very aware of their responsibility to report any concerns they have about a child or adult that works in the nursery. Comprehensive procedures are in place and readily accessible to ensure safeguarding requirements are met. This helps to promote children's welfare effectively.

Staff keep the premises secure to maintain children's safety. There are detailed and comprehensive risk assessments that staff are fully aware of and use on a daily basis. These cover all areas the children use both indoors and outside as well as on outings. Staff identify any possible hazards and record the action taken to minimise risk to children.

Management and staff demonstrate an excellent and extensive knowledge and understanding of the learning and welfare requirements. Regular appraisals take place to review the staff's knowledge and skills on a regular basis. Senior staff observe the staff working and at times, work alongside them making them aware of each member of staff's strengths. Targets are set for each staff member in terms of increasing the outcomes for

children as well as their own personal development. A significant strength of the provision is the teamwork. The staff team work extremely well together and there is clear leadership from the enthusiastic owner and senior management team. As a result, staff report that they feel well supported and valued.

The owner has extremely high aspirations and carefully monitors all aspects of the nursery. Any changes within the nursery are evaluated to ensure they promote outcomes for children. The management and staff complete a self-evaluation form identifying areas that they are doing well and areas for development. In addition, parents and children are encouraged to share their views through informal discussions and questionnaires. Staff evaluate all the activities and their base rooms. There are regular staff meetings to enable staff to share their ideas. They create action plans and implement these to offer the children better outcomes. For example, they have turned the book corner into a campsite and the role-play area into a hospital. As a result, boys are interacting more positively in these areas particularly with reading. The nursery participates in a local authority quality assurance scheme to enhance further the provision. Management create targeted development plans and act upon these as soon as they are able to increase further the outcomes for all the children attending the nursery.

There are highly effective systems in place to enable management and staff to monitor the learning and development requirements. Staff regularly review children's learning journeys and evaluate activities. This enables staff to make sure all children are progressing well in their learning and development. There are three layers of planning which include the overall weekly theme; activities and further planning is tailored to the individual needs of the children.

Staff foster excellent relationships with parents and carers. They receive good quality information about their children's progress. Parents report that staff know their children's, 'Individual personalities and needs well and as a result their children are happy and making very good progress'. Parents state that the staff, 'Provide a wide range of activities that the children enjoy and that staff are friendly and approachable.' There are extensive systems in place to share information with other early years settings and professionals when needed.

## 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

<b>Unique reference number</b>	EY394603
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	830592
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	69
<b>Number of children on roll</b>	73
<b>Name of provider</b>	Egg Childcare Ltd
<b>Date of previous inspection</b>	27/04/2010
<b>Telephone number</b>	01962760125

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## Type of provision

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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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