

Inspection date	15/10/2014
Previous inspection date	10/12/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 are friendly and interact very well with children, demonstrating a genuine interest. As a result, children show that they feel safe and are developing secure emotional bonds with staff and one another.
- Children with special educational needs and/or disabilities make good progress given their starting points. This is because staff develop successful partnerships with outside agencies and teaching is effective.
- Children are safe and secure within the nursery because all staff are confident in meeting their responsibilities to safeguard their welfare.
- Leadership is strong. The management and staff team are committed to developing the quality of the nursery in order to improve learning outcomes for children.

It is not yet outstanding because

- Occasionally, staff are overly directive during activities. This reduces the opportunities for children to express themselves freely.
- Sometimes children are unsure of the nursery rules because some staff do not always implement them consistently.

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 children at play both indoors and outdoors.
- The inspector carried out a joint observation and discussed this with the manager.
- The inspector sampled paperwork including children's files, risk assessment, policies and procedures and the self-evaluation documents.
- The inspector discussed the provision with the manager and staff at appropriate times during the inspection.
- The inspector interacted with children and sought their views about the provision.
- The inspector sought the views of parents through discussion and questionnaires.

Inspector

Shirelle Norris

Full report

Information about the setting

Catkins Nursery registered in 1987. It is privately owned, operating from a house in Bradford-on-Avon, Wiltshire. It serves families from the surrounding residential area and from further afield. It receives funding for the provision of free early education for children aged two, three and four years. Children use a designated playroom and two further downstairs rooms. There is an outdoor play area. The nursery opens Monday to Friday during school terms. Sessions run from 9.15am to 12.15pm with an optional lunch club from 12.15pm until 1pm.

The nursery keeps a pet tortoise and children have occasional contact with the household's dog. This nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 17 children on roll in the early years age range. The nursery supports a number of children with special educational needs and/or disabilities and children who are learning English as additional language. The nursery has six part-time staff. There are two members of staff with Qualified Teacher Status, two members of staff with qualifications at level 3 and one member of staff with a qualification at level 2.

What the setting needs to do to improve further

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

- review staff involvement in creative activities in order to provide children with more opportunities to express themselves freely and produce their own creations
- strengthen staff understanding of the nursery rules to provide children with consistent guidance, in particular, with regard to moving resources from room to room.

Inspection judgements

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

Children make good progress in their learning and development because the standard of teaching in the nursery is good. Staff understand how children play and learn and are aware of children's individual needs. They regularly observe children during play and use this information to carefully assess children's progress and effectively plan activities. Key persons update learning and development records for each of their key children. These records include photographs, examples of children's work and progress reports. Additionally, staff complete the required progress checks for two-year-old children efficiently and share these with parents. Staff use the Every Child a Talker programme to

extend children's communication and language development. They provide good support for children to progress their speech and vocabulary. Staff work closely with parents and other professionals to provide effective and appropriately targeted support for all children. For example, management ensure specific adaptations and additional support is secured for children with special educational needs and/or disabilities. Staff regularly share information with parents and outside agencies and agree consistent strategies in order to support children's learning and development. Likewise, children who are learning English as an additional language receive good support. For example, staff promote the use of children's home language in the nursery, which shows children and parents how much they are valued. All children benefit from the attention of staff who are genuinely enthusiastic, energetic and make learning fun.

Knowledgeable staff use a range of open-ended questions to extend children's language and communication skills. For example, in the 'story house' staff introduce specific activities to focus older children's learning. Children work in small groups on planned tasks that challenge their learning. Staff teach children skilfully according to their individual abilities. This emphasis allows all children to learn in an achievable way, which promotes their self-assurance. Younger children sit with staff in small groups and learn nursery rhymes and songs that encourage their language development. Casual conversations occur throughout the session between staff and children. They help build children's confidence and extend their vocabularies.

There is a good mix of adult-led and child-initiated activities. For example, staff help children create clay hedgehogs in small groups which enables them to receive the support they need. Children also model with play dough and play with sand. Sensory experiences are plentiful for children. Children talk freely about texture and immerse themselves in tasks, which foster their creative development. However, on occasions, staff overly direct children during some adult-led activities. Consequently, children are not always able to follow their own creative ideas. This means staff miss some learning opportunities. Staff consistently seize spontaneous opportunities to teach children about colours, how to count and use mathematical terms as they play. For example, children selected pens for drawing and talked about the colours they were using. They counted each other at registration time and counted cones outside in the construction area. Outside, they talked about the positioning of cones and compared their sizes. These rich and regular opportunities help develop children's early mathematical skills. Children learn about letters as they have many opportunities to identify and write their names. Younger children practise their early writing skills as they help themselves to freely available resources. These activities are good preparation for school.

Staff teach children about the world around them successfully. For instance, children learn about autumn through exploring natural resources, such as pinecones, leaves and pictures. They grow fruit in the summer, monitor the process and learn about the growing season. Outside, staff teach children about insects and how they live as they examine the area with magnifying glasses. Staff introduce technology through real equipment they can use and resources in the role-play areas, such as, pretend cameras, calculators and laptops. Children use their imaginations as they use resources to develop their play ideas. They learn how things work and use them for a purpose. Children also develop their imaginations and learn to think creatively when they dress up as superheroes and pretend

to be builders. Their play prompts conversations about different occupations, which extends their understanding of the world around them. Throughout the session, children choose when to play outside, which promotes their decision-making skills. Regular walks and visits to the local park enable children to exercise where there is space to run and express themselves freely. This positively contributes to promoting their physical development.

Staff successfully raise children's awareness of diversity and know how to access support to nurture each child's development. Children develop positive attitudes to difference. Staff include a variety of festivals and celebrations within their yearly plan. This helps children to learn about different communities and the wider world. Overall, well thought out activities prepare children well for the future. Staff have established good links with local schools and invite teachers to the nursery to help children achieve a smooth move into school.

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

Children enjoy warm relationships with the caring and kind staff. The established key-person system works well. This is because the good communication between the team makes sure that all staff and children get to know each other well. Consequently, staff are fully aware of children's individual needs and meet them effectively at all times. Staff work with parents from the outset to ensure children's needs are well known. For example, staff gather information about their routines, interests, health, food preferences and dietary needs. This enables them to mirror home routines so that children settle easily. There is an effective continuity of care between parents and the nursery. Staff invite parents to stay with children for as long as is needed to settle a child. Staff recognise that all children respond differently and this system supports families well.

Children have daily opportunities for fresh air and exercise outside, promoting their health and physical development. Children make decisions about where they want to play. This helps to nurture children who enjoy learning outside and promotes decision-making and independence. Children are building an understanding of managing risk through taking part in regular fire drills with staff. Staff teach children about road safety on local trips to the park and walks in the community. They remind them to use scissors carefully and pick up toys that are cluttering the floor so they do not fall over them. These consistent reminders of potential hazards help all children to be safe.

Children behave well. They listen and follow staff guidance. Generally, staff provide children with consistent boundaries and clear expectations of how to behave. However, staff sometimes confuse children when they do not reinforce some nursery rules consistently. For instance, there is an expectation that some resources should remain in a particular learning area. Consequently, children receive mixed messages when some staff remind them that they should not move resources from room to room whereas others do not. Reminders and consistent routines promote children's understanding of good hygiene habits. Children manage their own personal needs well, according to their age and stage of development. Older children competently use the toilets and wash their hands

independently. Staff provide a rolling snack bar so that children can decide for themselves when they want their snack. This fosters independence as children choose their snack and competently pour drinks for themselves. Staff provide a healthy variety of snacks, such as apple, cheese and raisins. Children are encouraged to try a variety of tastes and textures, while staff remain mindful of any dietary needs. Snack and lunch are sociable, relaxed occasions as staff support the children and eat their lunch with them. Staff encourage conversations, good manners and talk about their food to promote learning about healthy lifestyles.

Resources inside and outside are well thought out. Staff prepare the learning environment with adult-led tasks and children access resources independently which supports their free play. There is an abundance of opportunities across all the areas of learning suitable for all levels of development. This ensures children have a good variety of opportunities that motivate, stimulate and enhance their interests.

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

The manager has a good understanding of the safeguarding, welfare and learning requirements of the Early Years Foundation Stage. Management and staff implement robust safeguarding procedures making sure that children are safe and protected from harm. All staff receive ongoing training and have a strong knowledge and understanding of child protection issues. This includes taking relevant action if they have concerns about a child in their care or inappropriate behaviour displayed by staff. Management implement rigorous recruitment and vetting procedures. These ensure that all adults working in the nursery are suitable to do so. To minimise hazards and keep children safe staff complete a detailed risk assessment, introduce appropriate safety measures and conduct daily safety checks. Consequently, management and staff effectively promote children's safety and welfare.

The manager has a positive attitude and is well experienced in providing good quality provision for all children. Staff demonstrate a clear understanding of the learning and development requirements. They plan a good range of interesting activities to provide children with an enjoyable learning experience, overall. Staff regularly monitor systems to ensure planning and methods to gain information about individual development are effective. Tracking documents help staff ensure that they identify any gaps in learning quickly and address each child's progress efficiently. This ensures that children are making good progress towards the early learning goals. Staff have worked hard to address the recommendations raised at the last inspection. For instance, the door to the outside area is always open to allow children to make clear decisions about when they play outside. Staff have also improved assessment arrangements by working with parents to ensure that next steps for learning are clearly identified for each child.

Regular team meetings and staff supervisions help to identify areas for staff development. The manager monitors the training plan for all staff and there is a positive attitude and

drive towards improvement. Supervisions ensure that staff are given the opportunity to reflect on their roles and responsibilities and identify training needs. This supports their ongoing professional development.

A comprehensive set of policies and procedures underpin the good provision offered. They provide staff and parents with clear information about the operation of the nursery that they can refer to. Management and staff work together to ensure they reflect on the provision to identify strengths and weaknesses in their practice. They clearly identify areas to develop and set realistic plans to continuously improve the setting. Staff comment in a daily diary to ensure that they reflect on the provision on a regular basis.

Staff make good links with outside agencies and the local authority. This helps them support children well. Management keep parents up to date about the nursery via newsletters, daily discussions, the nursery website and notice boards. The two-way flow of communication between staff and parents is good. Staff offer planned meetings and explanations for parents, which enables good relationships to develop and thrive. Parents say they are very happy with the nursery and that their children learn to be confident and gain new skills. They say they 'cannot fault the nursery' and that it is a 'wonderful, special place'.

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. 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	145842
Local authority	Wiltshire
Inspection number	841713
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	2 - 8
Total number of places	14
Number of children on roll	17
Name of provider	
Date of previous inspection	10/12/2009
Telephone number	

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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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