

Silchester Manor Nursery

Inspection report for early years provision

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Inspection date	12/10/2009
Inspector	Jill Milton
Setting address	Bath Road, Taplow, Maidenhead, Berkshire, SL6 0AP
Telephone number	01628 778890
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Silchester Manor Day Nursery opened in 2003 and re-registered in 2006 following a transfer of ownership to the Centre for British Teachers. The nursery is located in Taplow, Buckinghamshire and the intake of children is from a wide geographical area. The nursery operates from a large Victorian house and there is access to extensive outdoor play areas. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 118 children under eight years may attend at any one time and there are currently 83 children in the early years age range on roll. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery opens on weekdays from 07.45 to 18.00 all year, with the exception of a week between Christmas and New Year and bank holidays. There are 27 staff employed to work directly with the children and 22 have appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a caring and welcoming atmosphere where children are able to make good progress with their learning and development. The staff have an encouraging knowledge and understanding of how to promote learning through play and they take into account the unique abilities and stages of each child. The daily procedures and policies are working effectively to ensure staff promote children's health and well-being in most areas. There is a positive attitude to improvement with some strong leadership from senior staff and worthwhile initiatives to bring about benefits to the outcomes for children. Staff recognise the importance of developing good relationships with families using the nursery and they are extending their practice to build up partnerships with parents.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop risk assessments to focus on new areas of the nursery and extend children's understanding of how to use equipment safely
- continue to develop the outdoor areas to benefit children of all ages

The effectiveness of leadership and management of the early years provision

The team of staff working directly with the children have a wide range of early years qualifications and a good understanding of the Early Years Foundation Stage. They receive strong leadership from the senior staff managing the nursery who support them through meetings, appraisals and daily interaction. The nursery has recently improved the procedures for recruitment with much closer liaison with the

parent company to ensure the checking process is complete. The staff are aware of the policy with regard to child protection and they all receive information relating to safeguarding in their induction to the nursery. The managers review policy documents regularly with a 'policy of the month' on view for parents, to encourage understanding of the procedures. Staff follow a number of careful measures to ensure children play safely when in the setting or on outings. They keep an extensive written file of documents relating to risk assessment and in most areas, this is working effectively. Occasionally with recent changes to the layout of rooms there are some new issues that are yet to be addressed, for example, older children accessing a storage area from their cloakroom.

The staff are deployed successfully throughout the nursery to meet the needs of the children. They are consistent in signing themselves in and out of rooms to keep a record of where adults are working in the large setting. Rooms are attractively set out with effective use of soft drapes, lights and displays to create a welcoming environment for children of all ages. Overall, the range of equipment available to support children's development is good and well presented. The staff are currently developing the outdoor play spaces and the ideas they are incorporating directly benefit the children's experiences.

There is a strong commitment throughout the nursery to inclusion and equality, reflected not only in staff recruitment but also by encouraging parental involvement at times of special family celebrations. A recent initiative is proving successful with the introduction of a family room, which is equipped with a generous amount of information for parents and the option of a quiet and comfortable place to spend time. Parents speak favourably about the care their children receive, particularly the level of feedback on how children are spending their day. The nursery is beginning to extend its partnerships to include other carers in a child's life such as their childminder or reception teacher at school.

The quality and standards of the early years provision and outcomes for children

Children's individual learning journey books reveal that they are making good progress with their learning and development. Staff include regular dated photographs and observations of the children's achievements and they use the information to plan the child's next steps. These details carry through to planning meetings so that staff take into account the children in their key groups when deciding on activities for the week. Staff help children to settle at the nursery and they frequently offer children comfort and reassurance in the day. A baby waking up is held close by staff until they are ready for play and this helps children to feel secure. Children of all ages receive nutritious freshly cooked meals and staff are aware of any special dietary requirements. There is fresh drinking water available in rooms throughout the day to refresh children's thirst and they come to snack tables when they are feeling hungry for healthy options like chopped fruits. Children are gaining positive messages about enjoying fresh air and active play in the large grounds of the nursery. The older children delight in their garden area, which is set out with a good variety of activities covering all areas of learning and not just limited to physical play. Younger ones also spend time outdoors though

their opportunities for play are not quite so attractive. Staff follow sensible procedures regarding first aid and recording of accidents. They monitor patterns of accidents to identify areas that may cause concern.

Children are developing a strong foundation in skills that may be useful in the future. They progress well with early literacy and enjoy sharing stories with staff. Mark making develops successfully with toddlers making use of chunky crayons and chinks whilst older ones progress to name writing and learning letter shapes and sounds. Children take part in many practical activities to let them explore number and problem solving. A lively group time for older ones produces discussion about shapes and staff stretch children's understanding of the differences between two-dimensional and three-dimensional objects. Staff make the most of autumn activities to let children brush up leaves, dig over the vegetable patch and plant bulbs in pots indoors to extend their understanding of the natural world. Staff consistently supervise the children's play though an opportunity to reinforce safety by showing them how to store their garden tools after use is overlooked. Children spend a lot of the day in child-initiated play, which suits their growing independence and creativity. Children under three years enjoy responding to music and they engage in lots of sensory-based play using touch and sound. Staff support imaginative play through games with model animals, play dough and train sets. The adults interact well with the children and reinforce learning through frequent conversations. Children receive gentle reminders from staff about appropriate behaviour such as taking turns and sharing. Children play cooperatively and are sensible about lining up to move around different areas of the nursery. They learn to respect others as parents come in to share books about family celebrations and there are positive images around the nursery reflecting different languages and backgrounds.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met