

Wellies Day Nursery

Inspection report for early years provision

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| Unique reference number | 141834 |
| Inspection date | 04/08/2011 |
| Inspector | Cordalee Harrison |

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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

Wellies Day Nursery opened in 1989. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is privately owned. It is located in North Crawley, Newport Pagnell, Buckinghamshire. The premises are comprised of eight rooms, plus a reception area, office and a kitchen. Nappy changing, washing, and toilet facilities are in close proximity to all of the rooms in which children are located. There is an enclosed outdoor play area at the rear of the premises for children's activities.

A maximum of 63 children may attend the nursery at any one time. Currently, there are 98 children on roll; they are in the early years age group. The nursery is in receipt of funding for free early education for children who are aged three and four. The nursery opens weekdays from 7.45am until 6.15pm for 50 weeks of the year. The nursery supports children with special education needs and/or disabilities. The nursery employs 21 staff. The manager and 19 staff who work directly with children hold qualifications in childcare and education. In addition, the manager and senior staff hold qualifications in management.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery is stimulating and vibrant; which enables children to achieve highly in their learning and development. Strong leadership, enthusiastic staff and effective partnerships with parents and relevant professionals makes it possible for the nursery to meet children's individual needs consistently well overall. Equality is a very strong factor of the nursery's provision. The nursery demonstrates very good capacity for continuous improvement. It makes effective use of self-evaluation, all recommendations from the previous inspection are addressed, and weaknesses in the nursery are few. The leadership team has a clear vision to gain the highest outcomes for children through up to date knowledge and reflective practice.

What steps need to be taken to improve provision further?

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

- improve the arrangements for up dating staff's knowledge and understanding of safeguarding children, so that they are all able to implement the safeguarding children policy and procedure appropriately

The effectiveness of leadership and management of the early years provision

The nursery safeguards children effectively and promotes their learning and development highly. Overall, the nursery demonstrates good understanding of the different aspects of safeguarding. Safe recruitment procedures are in place; all staff are cleared through the Criminal Record Bureau checks. This ensures that only suitable people are alone with children. Although all staff understand their role to act to deal with concerns about children's welfare, they are not all confident in their knowledge of child protection matters. Information about child protection is not at the forefront of some staff's practice, because they are not familiar with the child protection element of the nursery's safeguarding policy. The nursery uses risk assessments and regular hazards checks to create safe physical environments for children indoor and outside. Children do not have access to hazardous substances; childproof locks, stair gates and handrails are fitted in appropriate place. The physical environment is safe and secure for children. Modern technology such as finger print identification ensures that only people who are registered with the nursery are able to enter without notice. Documentation that is required to safeguard and promote children's health and welfare is in place; it is accurate and up to date.

Through training and self-evaluation, the nursery is driving improvement for the benefit of the children. A high number of staff who work with children are qualified to level 3 in childcare and education. In addition, the management team have all completed relevant training. The nursery works closely with early years education and welfare professionals to keep abreast of training opportunities. To enhance the nursery provision for children, the manager has plans in place to gain a professional qualification in early years education. The nursery deploys its resources extremely well. For example, the most qualified, experienced and enthusiastic staff supervises the children's activities across the nursery. Staff support children effectively to maximise the use of the practical resources. Staff help children to learn to manage their behaviour because they know the importance of good behaviour to facilitate equality and inclusion. The nursery staff are highly skilled at providing learning opportunities and appropriate levels of support and challenge for children including those with special education needs and/or disabilities. This ensures that all children are able to feel that they belong in the nursery. The nursery works extremely closely with parents, as well as others who are involved with the children with learning difficulties and/or disabilities. Together they identify children's individual needs and develop strategies to engage and challenge these children so that they are able to participate alongside their friends.

The nursery promotes partnership with parents as one of its utmost priority. The nursery encourages parents to make use of the open door policy. In addition, it shares information with parents to involve them in all aspects of the provision from developing policies, to evaluation, and providing practical resources to support children's topics. Parents praise the nursery very highly, they state that the nursery's practices are exemplary. They welcome the close contact with key persons, which they feel is useful throughout children's entire placement in the

nursery. Parents feel that they are fully engaged and able to influence the arrangements for children. The nursery works extensively with other professionals. The college praises them highly for the excellent training opportunities that they consistently provide for childcare students. Strong links with other education professionals make sure that all parties have information that they need to provide continuity of care for children when placements are shared and when children make the transitions between provisions.

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

Planning, delivery and evaluation of activities are highly effective in the nursery; it provides a framework for staff to review the effectiveness of activities and to reflect on children's learning experiences regularly. Staff who are supremely confident in their knowledge of the areas and aspects of learning use inspirational ideas to engage and challenge individual children. The layout of all areas of the nursery encourages children from the youngest to the oldest to explore and investigate their environment. The nurturing environment of the nursery supports all children extremely well and motivates their curiosity to learn. Children across the nursery are enjoying and achieving extremely well. Children are exceedingly confident; they demonstrate their deepening understanding and skills across all areas of learning. For example, older children write short sentences to record information in the books they have made; they illustrate their books with freehand drawings. Exciting activities such as these provide the foundation for children to make seamlessly connection across all areas of learning. For example, as they discuss their parents and grand parents they learn about time, past and present. They understand about similarities and differences, such as skin colour, eye and hair colour and textures. Children's behaviour indicates that they understand the importance for good behaviour; they interact politely with their friends and respond positively to guidance from staff. Children's contributions are significant; they show that they understand the importance of an inclusive atmosphere where everyone feels valued.

All children have extremely easy access to a bountiful supply of very high quality play resources, including resources that reflect diversity. Children make choices fitting their stage of development, for example, older children choose very complicated puzzles and set their own challenges. Children demonstrate that they are able to work together to get the job done. Children are very proud of their achievements and are enthusiastic to do more to show their competence and skills. For example, they count, add and subtract to show their confidence with numbers. The range of resources that staff use to embed children's learning is inspirational. For example, the three dimensional models and real X-rays help children to visualise what the body looks like under the skin. Topics such as 'where does hair grow' invites children to extend their learning with family and friends away from the nursery. Staff use innovative ways to engage children in learning; in addition, to learning about healthy lifestyles through consistent routines, and balanced meals, children learn about the effects of exercise to the body, as they monitor their heartbeat before and after exercise. Children with special education needs

and/ or disabilities flourish in the nursery because staff understand their needs and develop individual learning plans with expert advice and in input from parents and professionals.

Recourses such as sand and water are used creatively to entice children to make marks. For example, after a story around the sand tray, children are inspired to draw patterns in it. Children show that they have an increasing understanding of many different uses for technology ranging from play centres, to torches, computers and printers. The outdoor play space is an excellent classroom for children; they use resources to promote all areas of learning while they are using it. They learn about personal safety, health and self-care, such as to dress appropriately for the weather. They develop their physical development as they climb, run, jump and use a vast range of outdoor equipment and learn about the natural world. Children are developing an extensive range of skills for the future. The rich learning environment fully embeds children's learning and is instrumental in supporting all children to develop their individual learning styles. Children show by their interaction with staff that they feel safe in the nursery. However, not all staff are confident in all matters relating to safeguarding; they do not demonstrate that they consistently give the highest priority to all aspects of safeguarding

Observation and planning for the next step is central to supporting children's progress towards expectations of the early learning goal. Children are highly motivated and their confidence is high. This demonstrates that they feel safe and that are experiencing activities that are tailored to their individual and collective needs.

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

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| 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

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| 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 | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 1 |

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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