

Chessgrove Park Day Nursery

Inspection report for early years provision

Unique reference number EY333077
Inspection date 25/11/2009
Inspector Rebecca Johnson

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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

Chessgrove Park Day Nursery is one of two nurseries run by School House Day Nurseries. It opened in 2006 and operates from four rooms in a converted barn. It is situated in a rural location amongst a number of other converted barns with a variety of uses. All children share access to a secure enclosed outdoor play area.

A maximum of 50 children in the early years age range may attend the nursery at any one time. There are currently 74 children on roll who attend for a variety of sessions. The nursery is open each weekday from 7.30am to 6.00pm for 51 weeks of the year. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery supports children with special educational needs and/or disabilities and those for whom English is an additional language.

The setting employs 15 members of staff all of whom hold appropriate early years qualifications. The setting has very good links with outside agencies and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is beautifully located and has a wonderful ethos which provides children with a homely and friendly child centred environment. Children are offered an excellent range of innovative learning experiences which capture their imagination and support their learning very effectively, ensuring they make excellent progress towards the early learning goals, given their age, ability and starting points. Staff are well qualified and totally committed to ensuring that the unique needs of each child are identified and met. Staff establish and maintain excellent partnerships with the parents and outside agencies because they understand that children will not progress successfully without a shared approach to their care and learning. A highly effective system of self-evaluation ensures continuous improvement is sustained and further enhances a setting that already meets the needs of all children extremely successfully.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- review the strategies to monitor staff knowledge of the use of observation and evaluation and how this is linked to planning to promote children's next steps of learning and development.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded because staff fully understand their roles and responsibilities in protecting the children in their care and there are rigorous policies and procedures in place which are clearly understood by all staff. Efficient systems are in place for managing the recruitment and retention of staff and to check their suitability. In-depth induction procedures ensure that staff feel well supported and valued within the setting. Robust risk assessments cover all areas used by the children and enable them to use both indoor and outdoor areas safely. All required documentation is in place and a range of comprehensive policies and procedures, which are consistently implemented, ensure the extremely efficient management of the setting

All staff are totally dedicated and enthusiastic. They are well qualified and high priority is given to developing their knowledge and expertise through training. The setting is innovative in developing their own training materials for staff. Good practice policies such as feeding and nappy changing routines are regularly updated and discussed with staff to ensure that children benefit from a high level of individual care. The provider, managers and staff are passionate about the setting and have a clear, shared vision of what it is they want to achieve. They provide an inspiring and exciting environment and maximise their particular strengths by taking on specific roles. They constantly reflect on their practice and use self-evaluation as a means of ensuring continuous improvement. Extremely well-thought-out action plans clearly identify strengths and areas for development. Staff are effectively deployed to ensure that children are well supervised and supported at all times. Resources are well maintained and stored to enable children to safely and independently select activities for themselves. Staff promote equality and diversity well within the setting and a wide variety of resources and activities help children to develop an awareness of the society in which they live.

The partnership working within the setting is exceptional. Parents are highly valued and their expertise valued and sought, for example, during occupations month when parents are encouraged to talk to the children about their work. Great care is taken to ensure they are well-informed about all aspects of the provision through the well-presented prospectus and the setting's website. The use of white boards and diaries ensures that parents are informed of daily activities and routines. Parents views are sought through the use of questionnaires and their comments are reflected and acted upon to improve the service provided. As a result of their comments, improvements have been made to the processes used to inform parents of significant incidents such as snow. Parents state how pleased they are with the setting, that they find staff approachable and that communication systems are good. The setting works closely in partnerships with other agencies and professionals to ensure a consistent approach in meeting children's individual needs.

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

The setting is totally child orientated and staff strive to ensure that children have fun and enjoy all aspects of their time here. Children thoroughly enjoy and benefit from the excellent balance of adult-led activities and opportunities to initiate and develop their own learning through freely chosen activities. The learning environment is carefully planned and resourced. There is an abundance of easily accessible equipment and materials to support investigatory and spontaneous play. This enhances children's opportunities to develop independence and enjoyment. Staff know each child very well. They take time before children start to find out about routines, likes and dislikes. This enables children to settle well and promotes continuity between home and the setting environment. Planning and observation has been implemented and staff work closely together to plan a range of activities to support children's learning and development. However, at times staffs knowledge of how to link observation and planning together is not wholly embedded to ensure that they monitor children's progress fully.

Children eagerly participate in an extensive range of exciting and stimulating activities. Babies especially enjoy exploring sensory equipment such as rope lights and treasure baskets filled with natural materials. Close relationships with staff are forged through baby massage where the use of natural oils and soft music coupled with gentle massage techniques helps babies to relax and feel safe and secure in their environment. Older children enjoy participating in role play activities as they visit "Ladybird Lodge" a purpose built role play room which is transformed into scenarios such as a hospital, vets and Santa's workshop to enable children to develop their imaginative skills. Children in the discovery room identify modes of transport such as hot air balloon, train and tractor through a shadow game and excitedly create the noise that the transport makes.

Children interact positively both with staff and their peers and are developing good social skills. They learn to take turns, for example, as they wait patiently to hold the puppets. Stories, and the use of inventive resources such as "Quirks" help children to learn right from wrong and how to deal with different emotions. Children's self-esteem is developed as staff use positive encouragement and praise at all times. Behaviour management techniques are age appropriate and behaviour on the day of the inspection was exemplary as staff calmly encourage children to share and play nicely with their friends.

Children's health and well-being are promoted effectively. They understand the importance of following simple hygiene routines such as washing their hands before eating or after messy play. Children have 'free flow' into the outdoor area and are keen to be out in the fresh air where they confidently use a range of equipment to enhance their physical development. The setting has developed links with the local swimming pool and older children enjoy swimming lessons every week. Excellent use is made of the surrounding countryside as children participate in walks to the local woods where they build dens and look at animals on the neighbouring farm. Children enjoy healthy meals and snacks which consist of a variety of fresh fruit and vegetables and learn about healthy eating as they grow

their own fruit and vegetables in the garden.

Children learn about their own community and the wider world through visits from professionals in all walks of life, for example, Doctors, Dentists and Police officers. The setting is wholly inclusive and all children are welcomed. Activities are totally accessible and a range of resources which portray positive images help children to learn about diversity. Children are beginning to understand about staying safe as they practise evacuation procedures and learn about stranger danger and how to cross the road safely. They are helped by supportive and caring staff to feel secure and safe in their environment.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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