

Presmere Day Nursery

Inspection report for early years provision

Unique reference number 251784
Inspection date 01/06/2011
Inspector Deborah Kerry

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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

Presmere Day Nursery was registered in 1991. It operates from two rooms within a converted cottage. All children have access to a secure outdoor play area. The cottage is surrounded by farmland in the village of Pettistree, near Woodbridge, Suffolk. The nursery serves the local area. The nursery is fully accessible.

A maximum of 16 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 37 children aged from three months to five years on roll. Children attend for a variety of sessions. The nursery opens five days a week all year round. Sessions are from 8am until 6pm. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs two full-time and nine part-time staff. Ten members of staff work directly with the children, and of these, eight hold early years qualifications to level 3 and one holds a foundation degree. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development in the Early Years Foundation Stage are fully supported by the experienced and well-qualified staff. Staff know children's individual needs well and through regular observations, the next step in their learning is clearly identified and provided for in the weekly plans. The setting has developed good relationships with parents and seeks support and advice from other professionals to ensure that each child's individual needs are fully understood and can be met. The setting has in place clear procedures for evaluating and monitoring their good practice and has identified areas for improvement to benefit children's ongoing learning and development. All policies and procedures are reviewed and updated in line with any changes to practice and most documentation is in place.

What steps need to be taken to improve provision further?

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

- develop induction procedures further so that practitioners have a clear understanding of their roles and responsibilities.

The effectiveness of leadership and management of the early years provision

Children's welfare is enhanced as all staff have a thorough knowledge of the nursery's safeguarding children procedures. Staff are fully aware of the steps to take should they have any concerns about the welfare of a child. The nursery's policies show clear procedures and include local contact numbers, which are displayed so they can be accessed easily. The nursery has a daily checklist for monitoring potential risks to children that is completed on all areas and equipment within the nursery to ensure that children are effectively protected from any potential dangers. The emergency evacuation of the premises is practiced on a regular basis. This ensures that children's safety is a high priority.

Parents are fully involved with their children's learning as they provide regular feedback on their achievements to staff. These are added to their learning journey records to show that their comments are welcomed and valued. Parents are kept informed about the provision through the notice board in the entrance and through regular newsletters. Staff provide parents with verbal feedback and younger children have a written daily diary when they are collected, ensuring that parents are kept fully informed. Parents are sent annual questionnaires asking for feedback to help the nursery in making continued improvements to their practice to benefit children. The nursery has in place clear procedures to exchange information with other settings children attend. Teachers from the local primary schools come in to meet the children and this helps children to develop relationships so that they feel settled and are fully supported with transitions.

The nursery has completed the Suffolk Quality Assurance scheme and has annual reviews to ensure their practice remains of a high standard. Staff provide children with a wide range of resources in the outside area to support children's learning in all six areas. The nursery has clear procedures in place to evaluate and review their practice and regular feedback is obtained from parents. Annual questionnaires allow parents to have their say on any changes they would like to see on the nursery's practice. Areas for development have been clearly identified to ensure that the nursery maintains continuous improvement. The staff are fully supported in attending further training for their development to extend their knowledge and increase their experience. Documentation is in place to support the good practice of staff within the nursery. However, there are no clear procedures in place for staff induction to ensure that they fully understand all their roles and responsibilities. The outside area has been extensively developed to create a sensory garden for babies, and includes a vegetable patch, a bridge with its own stream and a picnic area for older children. There is also a large covered area which enables children to access the outside in all weathers.

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

Children's individual dietary needs are significantly enhanced as they are provided with a range of fresh fruit and vegetables for snacks and meals which are freshly

prepared and cooked to effectively promote their healthy growth and development. The nursery employs a cook who prepares the snacks and meals for children and ensures that their individual dietary needs are fully understood and met. Food from the vegetable garden is used when ready, which children help to care for and then collect. Children have free access to the outside play area each day to meet their own interests, which actively contributes to their physical development. Staff ensure that all children's health and medical needs are effectively supported through the range of clear policies and procedures they have in place. Children have access to large equipment in the garden, where they can climb, crawl, jump and balance to effectively enhance their physical development. This helps them to develop a positive attitude to exercise and promotes their health exceedingly well. The nursery was given a five star food hygiene rating when their premises were last inspected by the local authority.

Children's confidence and self-care skills are fully supported as they take turns to help cut up fruit for snack. They use appropriate knives under supervision and clear away their own plates after lunch to develop their independence. Children ride bikes in the garden; they are able to move forwards and backwards, avoiding other objects and equipment, to support their physical development well. Children experiment with volume and capacity as they fill and empty containers in the water tray. Children choose books to look at, which develops their interest in literacy. Staff read stories to children and ask them questions about the pictures they can see in the book. This helps children to understand that the printed word carries meaning and promotes their thinking skills well. Staff use everyday opportunities to promote children's problem solving skills as they count how many cups are needed at snack time and compare this to how many chairs there are. Children learn about their environment as they plant and care for vegetables that they can pick and prepare for snacks and meals. This also helps children to learn about eating foods that promote their health. Younger children access press-button toys; they listen to the sounds and look at the flashing lights, and this helps to support their understanding of technology. Older children have access to tills and telephones in the role play area and can access the computer to play games to support their developing interest around technology. All children have opportunities to paint, colour and draw, both inside and in the garden, to develop the skills needed for writing in the future. Children are provided with a range of textures and manipulative resources to support their creativity and dexterity; they have access to sand, dough and shaving foam.

All staff have input with planning activities each week around the individual needs of their key children. They undertake regular observations on children's individual interests, and the next steps in their learning have been clearly identified so that all six areas are included. Children's learning journey records are updated regularly and children's individual interests and needs are incorporated into the weekly plans to ensure that they are making good progress. Plans show both adult and child-initiated activities and include any areas identified for future learning to support children's continued progress. Children learn about the wider world and other cultures and beliefs through a range of celebrations and activities throughout the year. Where English is a second language, staff seek support from the children's

parents to obtain words in their home language to enhance their understanding and ensure all children can be included.

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

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	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

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

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	2
The extent to which children adopt healthy lifestyles	1
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