

Ashley Cross Children's Nursery

10 Charmouth Grove, Lower Parkstone, Poole, Dorset, BH14 0LP

Inspection date	17/07/2013
Previous inspection date	21/01/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The children enjoy a wealth of high quality experiences built directly on their evolving interests. This encourages them to learn and develop rapidly.
- Staff develop excellent relationships with all children and parents alike. Children form exceptionally good relationships with adults and each other and learn to play in harmony together. This enhances children's all round development extremely well.
- Safeguarding all children is given the highest priority.
- Staff meticulously record children's progress, accurately identifying their next steps in learning, and tracking children's development. As a result, children flourish and make significant progress in their development in preparation for their future learning.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the nursery and the gardens.
- The inspector carried out two joint observations with the manager.
- The inspector spoke to staff, children and the manager at appropriate times.
- The inspector sampled a selection of documentation, including progress records and planning and discussed these with staff.
- The inspector took account of the parents' views spoken to on the day.

Inspector

Josette Dyer

Full Report

Information about the setting

Ashley Cross Children's Nursery registered in 2000 under its current ownership. It is privately owned and the building has been used as a nursery for many years. It operates from the ground floor of a converted house in a quiet residential area in Parkstone, Poole, Dorset. The nursery is open each weekday from 8am to 6pm, all year round, with the exception of the week between Christmas and New Year and bank holidays. All children share access to a secure enclosed outdoor play area and an 'outdoor classroom' leads directly from one of the playrooms. The nursery is registered to care for children on the Early Years Register and the compulsory part of the Childcare Register. There are currently 58 children on roll, all of whom are in the early years age group. The nursery receives funding for the provision of free early education for children aged two, three and four. Children come from a wide catchment area and attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities. Seven staff are employed to work with the children. The manager and five staff hold early years qualifications at Level 3. A further member of staff currently holds a Level 2 qualification in childcare. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- continue to enhance ways to increase choices for children of where they would like to play, particularly with regards to the main garden area, to further support the provision of uninterrupted time for children to play, explore and to be physically active.

Inspection judgements

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

Children enjoy a very good range of equipment and activities that support all areas of their learning, both indoors and outdoors. The staff have an excellent knowledge of how children learn and plan rich and varied activities that directly link to the children's evolving interests. Staff add the children's comments to planning about what intrigues them the most to further develop activities that will be of the most benefit to their development. For example, children are very interested in the bugs and insects in the garden. This leads to children closely observing a caterpillar saying, 'it has sticky feet so it doesn't fall off'. Some draw their pictures directly in the planning book to record their investigations.

Staff know children extremely well. They make sensitive observations and collect pictures

and drawings to record children's progress. Staff have excellent systems to assess children's development, including the required progress check for two-year-old children. These systems fully involve parents, which help to develop a comprehensive picture of the children's individual progress. This means parents and staff can work together to promote the children's learning and address any issues or concerns that arise at an early stage.

Children enthusiastically enter the nursery to a warm and affectionate welcome by the staff. Children see their photographs through displays and activities, celebrating the uniqueness of each child. Staff are extremely nurturing of the younger children and care for them in an exemplary way. This helps children to feel safe, self-assured and flourish in the nursery. Children quickly become absorbed in activities, and a hub of happy chatter and laughter radiates around the nursery. Staff are highly supportive of children's developing communication and language skills. Toddlers delight in the close attention staff give them as they look at books together. They use single words and point to pictures that interest them. Staff sensitively tune into the toddlers' ideas, they respond with animated facial expression, repeating and modelling words for them to extensively develop children's language skills. Staff are successfully implementing the 'Every Child a Talker' scheme to accurately monitor and enrich every child's communication and language development.

Toddlers explore a range of sensory materials such as 'gloop', sand and water. The staff encourage the children to make the 'gloop' themselves and the children have fun tipping and pouring the ingredients onto the tray. They use their hands and fingers to make marks to prod and to squeeze the mixture. The toddlers look at the staff with glee as the mixture drips through their fingers. Staff join in their excitement asking 'is it tickly?' These types of activities are excellent ways to help young children to develop a very strong sense of curiosity and their small physical skills effectively in preparation for their future learning. Staff plan further activities to enrich the toddlers learning based on their individual needs. They spend time in the garden where children test their developing physical skills, for example, toddlers repeatedly totter up and down a ramp. This is an excellent way for children to develop their balance, coordination and confidence in their movements. Singing and rhyme echo throughout the nursery. Toddlers enthusiastically join in, using actions, words and shrieks of delight.

Older children are involved in thought provoking key person group activities, planned to meet their specific interests. They explore the properties of a wide range of ingredients such as flour, salt, sugar and sand. They use their senses to describe what they are experiencing, noticing that the sugar is, 'sweet' and 'crumbly'. The staff introduce new words such as, 'granular' extending their vocabulary extremely well. They encourage the children to compare and contrast the different textures as they mix them together, which helps them to think critically, to make links in their experiences and to test out their ideas. Children learn about the natural world as they grow and care for tomatoes, herbs and potatoes, monitoring their growth and then harvesting them to eat. Staff actively help children to learn about their society and the wider world. For example, they go for a walk to see an outdoor entertainer in their local area and festivals are celebrated throughout the year, many of which are influenced by the families that attend the nursery. The nursery is currently celebrating 'Naidoc' the 'National Aboriginal Day'. Staff link with a local school to share examples of Aboriginal art with the children. All children are involved in

producing exquisite artwork using their bodies or sticks to produce intricate patterns. Staff display children's work alongside pictures of Aboriginal people, an innovative way to help children see positive images of different cultures. Staff support positive attitudes further as children listen to stories and look at factual books with a focus on Aboriginal life. Staff explain to children that some people tell stories without books and they have a go at telling stories together using their 'story dice' to prompt ideas. Children explore the sounds of different instruments and persevere at trying to blow the real didgeridoo. They delight when they make a noise. This project provides rich and vibrant experiences for children that impact significantly on their all round development.

Children have abundant opportunities to draw and write throughout the day. Children freely use a range of paper, pens and crayons from the art unit. They draw pictures and attempt to write their names. They take pens and paper into the role play area and make labels in their 'shop'. In the garden, the children use chalks to write, 'daddy's name' on the pathway and use water and paintbrushes to make marks on the fences. Staff very ably support children's early literacy skills as they sound out and model how to form letters. Children of all ages independently choose to look at the very good range of books both indoors and out. For example, a group of older children sit together and listen to their friend tell a story. He uses words influenced by the stories he has heard, demonstrating excellent preparation for his future reading skills. Children can choose to play outside on the upper decking, benefitting greatly from being outdoors in fresh air. In addition, staff plan time for all children to play and be physically active in the well resourced main garden. Staff provide a wide range of equipment both indoors and out, which successfully promotes all areas of learning. Staff clearly understand that children like to learn in different ways. However children are not able to choose when they want to play in the main garden to further promote their outdoor experiences, and occasionally have their play interrupted to prepare for going outdoors. Children learn about numbers and counting throughout daily routines and activities. For example, they count how many children are in the group, sing number rhymes and consider, 'How much?' or 'how many?' as they play 'shops'. Consequently, children are making excellent progress in their learning and are developing extremely good skills for their future learning.

As a result of exceptionally good partnerships with parents children's learning is shared between home and the nursery. For example, children take home art resources and parents borrow books and publications to help to support their children's learning at home. Parents' say how much their children are learning in nursery and that they are very well informed about what their children are doing. When required staff successfully link with other providers and professionals to help meet the needs of individual children. This helps to create a consistent approach and continuity of experiences for children between all those involved. Consequently, all children are making sustained and rapid progress.

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

Staff understand the importance of developing close bonds with children to help them feel safe, secure and confident to explore and learn. When children first start at the nursery staff assign families a key person depending on who their children naturally bonds with.

The dedicated and sensitive staff team understand children's emotional needs exceptionally well. The key person changes children's nappies and this time is full of songs, rhymes and chatter. Older children carry out activities in key person groups, helping to develop relationships further. As a result, staff know children very well and relationships are strong on all levels.

Children's behaviour is exemplary. Staff act as positive role models and have high expectations of children's behaviour. Children understand the nursery rules very well. For example, reminding each other not to go on the climbing equipment when they first enter the garden until the adult says it is safe to do so. Staff support younger children to play together particularly well. They provide plenty of resources and one to one attention, so younger children learn to play alongside each other in a happy and exciting environment. Older children share and negotiate throughout many aspects of their play. For example, during a mixing activity children help themselves to the ingredients, taking what they need before passing on the tubs to their friends. Children are developing strong friendships as they play together in pairs and in groups. All children share and take turns extremely well. This prepares children very well for their future learning and eventual move to school.

Staff teach children how to develop a healthy lifestyle very well. They plan regular time outdoors where children spend time in the fresh air being physically active. Staff effectively help children to experiment with risk and independence. As children climb the climbing wall, staff step back to allow the children to achieve on their own. They grow vegetables in the garden, which they pick and eat for snack, effectively helping children to understand where food comes from. The staff work very closely with parents, sharing information about healthy eating. As a result, children bring in and enjoy nutritious and healthy snacks and lunches. Staff teach children to wash hands before they eat and after using the toilet. Staff talk about germs and sing a song about washing the germs away, effectively helping children to understand why they need to wash their hands. Older children manage their personal needs extremely well. They have an excellent awareness of sun safety. They help to apply their sun cream and spontaneously put their sun hats on before going outside. Staff recognise younger children's signs of tiredness or need for a drink, and quickly respond. As a result, all children are happy, energetic, well-nourished and ready to play.

The nursery links effectively with local schools, in partnership with parents. Teachers visit the nursery to meet the children and the key person shares information about the children's interests and needs. This promotes excellent continuity to support children's ongoing learning and care needs as they move on to school. Staff provide further activities to help children feel confident and self-assured about what their future holds. For example, the manager has a stock of local school uniforms that children can dress up in. She also has booklets from some of the schools to share and discuss with the children.

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

Children's safety and welfare are a priority in the nursery. Staff implement highly effective systems that help assure children's safety and well-being at all times. Staff are highly knowledgeable about child protection issues and all attend training on safeguarding children. They are fully aware of how to follow the nursery procedures of what to do if they have concerns about any of the children in their care. Thorough recruitment processes help to ensure all staff are suitable to work with children. A robust risk assessment of all areas of the nursery identifies potential hazards to minimise risks to children. The manager and staff review this regularly, adding activities, such as outings as necessary. A copy of the relevant section of the risk assessment is in each play area and staff remain vigilant to potential hazards throughout the day. For example, when the younger children join the pre-school room staff move small objects out of the children's reach. This, along with regular fire drills and hygienic practices, maintains the high standards of health and safety in all areas of the nursery.

The manager has an excellent knowledge of her staff's capabilities. Regular staff and supervision meetings and appraisals enable the manager to target a programme of professional development for each staff member. Staff are motivated and eager to attend training to enhance their already very good practice and therefore the ongoing high quality of the nursery.

Staff build excellent partnerships with parents. All parents spoken to on the day are extremely happy and speak very positively of the nursery. They feel their children are safe, happy and, 'learning so much'. Parents' say they receive all the information they need and greatly appreciate the support the staff provide. Parents' make comments such as, 'the manager is always around for a chat', 'staff are brilliant' and, 'nothing is too much trouble for them'. Parents receive a wealth of information through daily chats, parent evenings, newsletters and the nursery website. Some parents volunteer to be 'Parent Reps' who liaise between the nursery and parents. This is a highly effective system to involve parents further. For example, the 'Parent Reps' create a list of people who are willing to share their expertise with the children. As a result, parents come into the nursery to do activities, such as baking with the children.

The manager is clearly highly motivated and ambitious to bring about the best possible outcomes for the children in the nursery. She belongs to various networks and working parties to share best practice and drive for continuous development in early years provision as a whole. The manager is highly reflective and self-evaluation of the nursery involves staff, parents and children's views, as well as advice from local authority advisors. With their help, she has recently introduced a 'responsive' planning system into the nursery, which staff are successfully implementing with the children. Since the previous inspection, the staff have worked hard to effectively address all the recommendations raised. For example, the assessment of children's learning provides an accurate understanding of all children's skills, abilities and progress. The manager monitors this further to check whether specific groups of children are making consistent progress. Her priority for development is to improve the choice children have of playing in the main garden. The manager is clearly passionate about helping children to learn in their preferred way to strongly improve opportunities and achievement for all children.

The Childcare Register

The requirements for the compulsory 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	511372
Local authority	Poole
Inspection number	843334
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	58
Name of provider	Angela Holliss
Date of previous inspection	21/01/2009
Telephone number	01202 746909

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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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