

Judy's House Limited

Inspection report for early years provision

Unique reference number

EY363117

Inspection date

21/03/2011

Inspector

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Setting address

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Telephone number

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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

Judy's House is a privately owned day nursery situated near Wimborne town centre, in Dorset. It opened originally in 2001 under the name of Julyns and moved to its current premises in 2002. The nursery operates from a converted bungalow which has three playrooms and associated facilities. Children have access to a fully enclosed outside play area. The nursery operates five days a week from 8am until 6pm. It opens all year round except bank holidays, one week during the May half-term and the Christmas period.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 15 children aged under eight years at any one time. There are currently 35 children in the early years age group on roll and two school-aged children. The nursery receives funding for the provision of free early education to children aged three and four years. The nursery supports children who have special educational needs and/or disabilities. Children attend from the local and surrounding areas.

A team of 10 staff works with the children and all hold an early years qualification. There are five staff who are currently undertaking further qualifications and the owner is an Early Years Professional.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children receive excellent care in a vibrant and welcoming environment where their health, safety and welfare are extremely well-supported. They benefit from the outstanding dedication and commitment of an effective team of staff who knows them well and ensure their individual needs are given paramount consideration. Highly effective partnerships with parents provide secure foundations from which children gain confidence and thrive. They are well-motivated, independent learners who make excellent progress overall in their learning and development. Rigorous monitoring and evaluation, as well as strong management processes, enable the nursery to maintain consistently high standards overall and recognise areas for further development, such as partnerships with others.

What steps need to be taken to improve provision further?

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

- further develop arrangements for communicating with other settings and schools children attend or are due to attend in order to fully support

- continuity and individual needs being met
- enhance the learning environment further with additional mark-making resources and signs, symbols, notices and numbers.

The effectiveness of leadership and management of the early years provision

Excellent measures are in place to ensure children's welfare is safeguarded and they are protected from harm. Clear management responsibilities are established which ensure child protection and welfare concerns are handled appropriately. Highly effective policies and procedures underpin the smooth operation of the nursery and ensure staff are fully aware of their roles and responsibilities. Comprehensive risk assessments help ensure the premises are safe and secure and all potential risks to children are minimised. All of the required documentation is well-organised and maintained to a high standard. Children are safeguarded by extensive recruitment and employment procedures which ensure staff are suitable and well-qualified to care for children.

Management and staff have extremely high expectations for the nursery and work tirelessly to improve their practice. A strong emphasis is given to supporting the professional development of staff with several attending training for higher level qualifications. Exceptionally rigorous and varied evaluation processes engage the views of parents, staff and children. Areas for further development are highlighted and steps taken to implement changes. All recommendations raised at the last inspection have been fully addressed and, as a result, safety is consistently and effectively monitored and staff are extremely successful in encouraging children's thinking and problem solving skills. Continual improvements are made to the nursery premises and the environment adapted to suit children's differing needs. For example, the babies' base room has been moved to provide an environment more conducive to their needs and the outdoor play space has been completely renovated to offer an extremely stimulating, innovative and exciting area for all ages. The nursery is exceptionally well resourced and children benefit from the high level of staff involvement in their play.

Partnerships with parents are exemplary. They are extremely well-informed about the nursery and all aspects of their child's care and learning through extensive written and verbal communications. Excellent relationships are established, which contributes significantly towards children feeling confident and secure in their environment. Parental contributions to children's progress records are welcomed and time is spent sharing information about their interests, experiences and next steps for learning. Parents comment on how extremely happy they are and the superb service the nursery provides. The nursery has very clear arrangements for working with other agencies so they can effectively support children with special educational needs and/or disabilities. Contact has been made with other settings and schools children attend or are due to attend, although not all arrangements are securely established to fully support smooth transitions into school or continuity between settings. The nursery values all children who attend and works exceptionally hard to meet their individual needs.

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

Children are highly motivated, interested and engaged in an excellent variety of activities that support their progress in all areas. Children are eager to attend and arrive confidently. They play a dynamic role in their learning and, whenever possible, offer their ideas and respond to challenges with great enthusiasm. Babies explore their surroundings with great interest and are becoming curious and inquisitive learners. Imaginations flourish as children pretend to go on a car journey or play in the den in the garden. Staff facilitate learning through the provision of flexible and challenging resources and carefully considered prompts to extend ideas. In the garden children find hats so they can pretend to be fire fighters and then rummage around the resource area for something that can become a water hose. They work cooperatively as they carry it around and pretend to put out the fire which is in the 'kitchen' and then it is needed for a 'volcano'. Others notice the excitement of the game and quickly join in. Children develop their skills of negotiation and cooperation as they share resources and extend the story. Some become engrossed in water play with plastic fish and dinosaurs. They have a marvellous time but the water is soon spilt all over the ground. Staff expertly use situations like this to encourage children to solve problems for themselves, for example, when they ask for more they are set the task of working out what tools they can use to scoop up the water from the puddles. This results in discussing the options, experimenting with different tools and finally success. Simple activities are effectively used to promote a wealth of skills.

Children are offered an eclectic range of activities and experiences. They grow their own vegetables and chop them up to make a stir fry. They make models from boxes, learn to manoeuvre the remote control cars and investigate an extensive range of media and materials. Babies and toddlers delightedly handle and explore the feel and sounds of different textures indoors and when outside they are encouraged to try different tools to make patterns in the sand. Children of all ages often play alongside each other and staff are extremely vigilant in managing everyone's safety. Children have plenty of opportunities to experiment with a variety of different methods of mark-making and use chinks, paints and crayons. Writing tools and paper are freely available indoors, although not always visibly available in the garden. Likewise, words, symbols and numerals are displayed, although not extensively. There is a very good range of books available and children of all ages regularly go to the library to choose them. Staff are extremely effective in encourage children's communication skills through relaxed conversations as they play. Animated storytelling and use of props grasps children's attention and they become absorbed in the story and join in with what happens next. All staff have an exceptionally good knowledge of their key children which they use, alongside their interests, to guide their learning and help them to make significant progress.

Children's good health is promoted extremely well through the excellent health and hygiene routines followed by staff, provision of nutritious home-cooked meals and daily opportunities for fresh air and exercise. Individual health, dietary and physical

needs are met to a high standard. Young children, in particular, benefit from the exemplary organisation of daily routines which helps them to gain an exceptionally strong sense of security. Children engage in a wide range of physical activities which help them develop increasing control over their bodies and competence in using different tools and materials. Safety is given a high priority and staff are highly skilled in raising children's awareness of responsibility within the setting, for example, older children are involved in checking the safety of the garden before they go out to play. Behaviour is exemplary because clear and consistent boundaries, as well as praise and encouragement, help children understand what is expected. Children flourish in this rich and nurturing environment where relationships are excellent and individuality is valued.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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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