

Maples Day Nursery

39 Hatherley Road, Winchester, Hampshire, SO22 6RS

Inspection date	10/04/2013
Previous inspection date	28/11/2008

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		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is good

- The staff demonstrate a good understanding of child development and use this information effectively to challenge children and help them make rapid progress in their learning.
- Staff initiate exciting activities to involve both boys and girls and capture their interest as they play.
- Staff organise a well-resourced and welcoming environment for children both indoors and outdoors. This good organisation ensures children are fully supported with their all-round development and are well prepared for school.

It is not yet outstanding because

- the nursery have not fully developed links with all other early years providers to ensure consistency is fully achieved.

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

Inspection activities

- The inspectors observed activities in all the children's rooms and in the outside learning environment.
- The lead inspector conducted a joint observation with the manager of the provision within the outside area.
- The inspectors held a meeting with the manager and the registered provider of the provision.
- The inspectors looked at safeguarding documents, children's assessment records and planning documentation.
- The inspectors took account of the views of parents and carers spoken to on the day and from information included in the settings own parent survey.

Inspector

Heidi Abernethy and Amanda Shedden

Full Report

Information about the setting

Maples Nursery registered in 2008 and is one of the Child Base chain of nurseries. It is situated in a large house that has been converted to accommodate 94 children on the Early Years Register. There are currently 139 children on roll. They are open from 07.30 to 18.30, 52 weeks of the year. The nursery is on two floors with a small ramp to the ground floor and there is a fully enclosed garden for the children to access. There is a fully qualified nursery cook who provides all snacks and two hot meals a day. There are 35 members of staff, most of whom are qualified to at least level three. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

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 links with all other early years providers to ensure consistency is achieved for all the children.

Inspection judgements

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

All key persons have a good understanding of the children's stages of development and their next steps in learning. This information is shared effectively across the staff team to ensure all are focused on helping children to thrive and to reach their full potential. This in turn prepares children well for the future and their next stages in learning.

Good partnerships with parents ensure they are well involved through regular meetings and ongoing verbal discussions with key persons. Parents are consistently encouraged to contribute their knowledge about their children's development, and next steps of learning are established together. The detailed information from ongoing assessments is used to inform the two year old progress checks and to assist with the smooth transition between the rooms. Good systems are in place to support children with English as an additional language or who have special educational needs and/or disabilities. Children are supported with good quality hand-made visual pictures and signs written within both their home language and English. They are wholly encouraged to use their home language alongside their experiences within the nursery. For example, children are given the space and time to suggest what is happening next in the story and children offer the French words as well as the English vocabulary. Staff value these contributions and use these opportunities to encourage other children to also explore the foreign words. This good teaching provides

children with opportunities to learn about themselves and those around them.

Babies and children under three have flexible and stimulating environments in which to play and learn. The key person system is fully established, giving young children a strong sense of security. The staff have a good understanding of each child's abilities and needs, enabling them to plan a good range of interesting and exciting activities. Staff recognise young children's gestures and babbles well. For example they quickly identify from a baby's gesture that they want a particular soft toy or that they want to go outside. Children are supported and encouraged to choose what they wish to play with. Staff recognise the short attention span of young children. They constantly offer them a wide range of resources and activities to engage in. Children enjoy experimenting and exploring the sensory objects as staff promote their developing vocabulary as they feel the shells with their hands and mouths. When looking at books, staff provide children with the space and time to look and point at what they see in the pictures. Staff use good quality teaching methods to extend learning further as they repeat children's babbles and repeat back words using the correct pronunciation. In addition, staff extend upon the words children say, modelling how simple sentences are formed. This good teaching prepares children well for their next stages in learning.

Pre-school children are provided with varied and imaginative experiences by the qualified and experienced staff team. Children are involved with the setting up of resources, such as preparing the 'baby themed' role-play area. They giggle excitedly together as they stack nappies and milk bottles onto the low level shelves and incorporate these into their play. Children enjoy making marks and letters for captions and labels around the environment. This involvement provides children with a sense of respect and enables them to take ownership of their own environment.

Staff initiate play related to children's interests to capture their attention. For example, the member of staff skilfully involves children in an adventure to save a favourite television character as they play outdoors. She asks good quality questions to extend and challenge children's learning. For example, asking what children think they will need to travel across the pretend water to find their character. Children are given lots of space and time to register the questions asked and respond. They excitedly say that they need a torch and a map to help them. Children are mesmerised by the play as the staff member changes the intonation and volume of her voice and tiptoes across the make-believe mud. They excitedly follow her actions, captivated about what might happen next. They are rewarded with positive praise for their good suggestions of what is going to happen next and how the story might end. This good quality interaction provides pre-school children with opportunities to fully develop their communication, language and literacy skills, preparing them well in readiness for school.

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

The nursery is planned to reflect the needs and interests of children of all ages. Resources are thoughtfully displayed to encourage even the youngest children to select for themselves what it is they wish to play with. Babies explore their surroundings and are

curious to investigate the world around them; for example, touching, smelling and tasting the various objects in treasure baskets. The purposeful interaction with children helps them to obtain an understanding of different textures and colours. Attractive and colourful displays of children's work give them a sense of pride.

Older children are fully involved with the future planning of activities and the organisation of the environment. For example staff have fully acknowledged children's interest in the building works outside and support them to take their own digital photographs to make a timeline book. Older children enjoy the 'achievement ladder' system and are involved as they choose stickers to place on their ladder for good behaviour and achievements. Children obtain a sense of pride as they reach the top of their ladder and adore taking these home to share with their families.

Young children have different rooms and gardens to play in depending on their age and ability. Babies show strong emotional attachment to the caring staff as they receive continual attention from their key persons and the other staff members. Staff are attentive to the young children. They cuddle and comfort them giving them individual attention as they have their bottles.

Children throughout the nursery are provided with good quality learning environments both inside and outside. Children enjoy opportunities to plant fruit and vegetables. They have fun learning about how to care and nurture the seeds to help them grow. Children are actively involved in harvesting and preparing the vegetables up to eating the end product. Staff use open questions to extend children's learning about the food and children say 'broccoli has vitamin C in it and makes us strong'. This demonstrates the children's good understanding of the different food types and how these contribute to a healthy lifestyle.

Children are provided with opportunities to learn how to keep themselves safe within their everyday role-play. They demonstrate a good understanding as they confidently state 'we call an ambulance, we press 9, 9, 9 and tell them where we are'. This enables children to learn about procedures to follow in an emergency in a non-frightening way.

Staff help children move on well to school. Teachers are invited into the setting to enable children to become familiar with new faces. Children have opportunities to look at pictures of the new school environment in photographic books. They enjoy exploring the school role-play resources such as uniforms, books and mark making materials. This prepares children well in readiness for school.

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

This inspection was triggered and brought forward as a result of concerns received between January and March 2013. These were fully investigated at the time and the provider was issued with welfare requirement notices in order for them to address the safeguarding concern. At the time the concerns were received the management did not

have robust induction procedures in place. The management team have now put measures into place and newer staff members are now fully supported throughout their induction period.

At the time the concerns were received staff did not demonstrate the appropriate knowledge in how to treat and care for children both at the time of an accident and during the aftercare. This resulted in children's needs not being immediately met to ensure they received the appropriate care required following an accident. The management and staff have worked effectively together to investigate these concerns and put appropriate actions into place. The team have reviewed and re-watched specific incidents on their security television and have identified actions to put into place to ensure children are cared for appropriately should any future accidents occur. These were fully investigated at the time and the provider was issued with welfare requirement notices in order for them to address the safeguarding concern. At the time the concerns were received the management did not have robust induction procedures in place. The management team have now put measures into place and newer staff members are now fully supported throughout their induction period.

Staff, including newer members of staff, have a sound understanding of child protection procedures to follow to ensure children are kept free from harm. All staff receive ongoing safeguarding training and there are clear and effective policies to support staff if they had a concern.

As a result of changed practices following the concerns received the management now have appropriate monitoring systems in place. These systems ensure staff are working consistently to meet children's individual learning needs and to ensure children are kept safe at all times. The provider conducts regular appraisals to ensure staff practice is continually monitored in order to identify strengths and training needs. Ongoing staff development and training ensures the nursery have enthusiastic staff to care for the children. All staff have a good understanding of the early years foundation stage and how children learn. This results in staff being able to not only plan interesting activities but to use incidental moments to fully promote children's learning. They make good assessments on the children and effectively identify and address any gaps in their learning.

Staff, parents and children actively contribute to the nursery's self-evaluation. Management use this information as well as their own monitoring to analyse and create good quality action plans. All recommendations from the last inspection have been met ensuring the outcomes for the children are improved. The provider takes on board suggestions to make necessary improvements. For example, by developing the garden by having a new bark area and sand and digging pits. The provider has recently introduced a 'Monday Memo' which is e-mailed weekly to parents containing detailed information on activities for the week in each room. This was in response to issues raised in the parent questionnaire and parents have commented how valuable these memos are.

There are good partnerships with parents, other providers and external agencies. Detailed information is exchanged each day to ensure parents are informed. Parents are aware of their child's learning journeys and are actively encouraged to contribute to them. Staff work well with other agencies to support continuity of care and education for those

children that have extra support. However, the sharing of information with childminders only covers care and does not ensure a two-way flow of information is shared regarding children's learning. This does not ensure consistency is fully achieved for all children with their learning needs and next steps. Parents are happy with the nursery and state how happy their children are, how friendly the staff are and the good communication they have with each other. Parents within the pre-school room comment on how lovely it is for their children to bring home the nursery bear. They state how it provides them with an opportunity to be fully involved with their child's learning and time at the setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY372548
Local authority	Hampshire
Inspection number	910366
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	94
Number of children on roll	139
Name of provider	Child Base Limited
Date of previous inspection	28/11/2008
Telephone number	01962 870 977

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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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