

Vicar Water Day Nursery

123 Mansfield Road, Clipstone, Nottinghamshire, NG21 9AA

Inspection date	29/01/2014
Previous inspection date	13/06/2011

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 quality and consistency of teaching is exceptional as staff have an excellent knowledge of how children learn. This is supported through the precise and sharply focused tracking and monitoring that is in place for individual children.
- Children experience a wide variety of rich learning opportunities as staff plan and deliver highly innovative experiences. Staff take account of individual children's learning needs, their family and the knowledge they have built of the children through superb observations.
- Excellent partnerships with outside agencies means that children with special educational needs and/or disabilities are fully supported throughout the nursery.
- Partnerships with parents are exceptional. Staff work tirelessly to involve them in their children's learning and development. As a result, parents actively contribute to the assessment of their children, which ensures that there is a collaborative approach to supporting children's skills for the future.
- The nursery places utmost priority on safety and welfare, which ensures children are very well safeguarded. Any concerns are rapidly and effectively dealt with.
- A highly motivated management team is in place. This is reflected through the tailored range of professional development and training opportunities that the company offers. As a result, all staff are exceedingly passionate about improving outcomes for children.

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 each room of the nursery and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the manager, the room staff and children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the nursery's development plan.
- The inspector took account of the views of a parent spoken to on the day.

Inspector

Sharon Alleary

Full report

Information about the setting

Vicar Water Day Nursery was registered in 2010 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a converted premises in the village of Clipstone, Nottinghamshire and is owned by Treetops Nurseries Ltd. The nursery serves the local area and is accessible to all children. It operates from three rooms, across two levels and there is an enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff. Of these, two hold appropriate early years qualifications at level 5, seven at level 3 and one at level 2. The nursery opens Monday to Friday, all year round, closing only for public holidays. Sessions are from 7.15am until 6pm. Children attend for a variety of sessions. There are currently 96 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- continue to develop and embed new systems to track and record group progress, to ensure that assessments continue to be sharply focused and children continue to maintain the very highest levels of achievements.

Inspection judgements

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

Staff throughout the nursery have an excellent knowledge and understanding of the Early Years Foundation Stage, child development and how children learn. They know all the children extremely well and this enables them to plan a full range of interesting, stimulating age-appropriate activities that children fully engage in with interest and enthusiasm. Precise information that is gathered from parents when the babies and young children start attending provides staff with a clear baseline for their learning. Staff make their own initial observations and assessments, which enable them to quickly identify children's individual learning needs and interests. Children's progress and development is observed and monitored extremely well with development records updated regularly and children's individual next steps fully included in the planning of further activities. As a result, activities are precisely matched to their needs and they make rapid progress in their learning and development. This also ensures that children gain an excellent range of skills in readiness for them moving onto school. Staff complete the progress check at age two years when the time comes, which provides a detailed account of what the children

know and can do. Children become increasingly involved in their play. For example, they are supported by staff to take turns on the ride on toys with their friends. Consequently, their personal, social and emotional development is developing rapidly. Children join construction pieces together to create a helmet. They engage the staff in helping them to achieve the desired effect. Staff constantly talk to and converse with the babies and children in their activities. They positively engage and encourage them to express their feelings, such as smiling and laughing with delight, when they experience the different objects in the treasure boxes and recognise themselves in mirrors. Staff support children to choose an activity and then discuss how they might do it. For instance, after breakfast, children are keen to play with the train track. They are involved in building the track and then they are not easily distracted as they take on role play and act out a narrative with popular engines and trucks.

Babies have many rich opportunities to use a variety of utensils, such as, pans, spoons and making marks with their hands in flour play. This contributes to them developing their early writing skills exceptionally well. Children negotiate space effectively as they whizz around the outdoor space and handle the ride on toys with skill. Early walkers are supported to tackle a range of surfaces as they climb and slide with an adult close by. Children experiment with their physical skills as they handle tools safely and with increasing control. For instance, hammering in the builder's role play area. Babies are stimulated with a wealth of interesting and exciting resources. They enjoy investigating musical instruments as they copy adults. Children adore reading a selection of books in the cosy areas, where they sit, chat and relax with their friends. Children's understanding of early phonics is nurtured as they create a 'silly soup' using items in a treasure basket beginning with the letter, 'b'. Children's efforts are highly praised as they identify a pair of binoculars as, 'spy goggles'. Staff ask open-ended questions during activities, which encourage children's thinking skills. For example, when playing in the sand, staff ask children about the different sizes of the buckets they have selected and introduce young children to the concept of size by comparing big and small. Children regularly attend sessions in the local country park where the ranger teaches them how to pond dip. This supports their understanding of the natural world. Babies become extremely animated as they engage in singing time. They copy the actions to popular rhymes and clap enthusiastically at the end. Staff further engage children's interest in songs and rhymes by using props, for instance, creating a moving pond with material for five little ducks. Children are highly motivated to join in the wide range of activities available to them. They eagerly join the creative activity where staff talk to the children about numbers and texture. Children then demonstrate their understanding by recognising numbers and becoming highly engrossed in cutting, sticking and gluing. This indicates that the staff have a positive and significant impact on the children's learning. Children's role play is brought to life as they experience familiar everyday resources to play with. For instance, they begin to make-believe by pretending to prepare soup for the inspector with real vegetables.

The excellent shared communication between key persons and outside agencies is highly beneficial for children who have special educational needs and/or disabilities. Key persons are totally involved in the individual education plans that are set with targets to fully support children's development and progress. Staff work extremely closely with children's families, to fully provide for children's individual needs. Children explore and learn about

their own customs and traditions and explore and learn about a number of festivals from around the world, for example, Chinese New Year. Staff also recognise the cultural backgrounds of the children who attend the nursery and fully embrace their cultures, beliefs and language, incorporating it into their play. For example, children see their home language through labelling around the nursery. Staff further support children who speak English as an additional language by learning words in their home language and using these to encourage their personal, social and emotional development. Partnerships with parents are highly effective. Staff and parents exchange daily information. Also, parents' comment slips enable families to share with the staff what children are doing at home. Staff produce high quality summary progress reports for parents. These are shared by the key persons at parents' evenings and clearly show the excellent progress children are making in their learning and development. Utmost priority is placed on supporting parents to extend their children's learning at home. For example, they are able to take home activity bags and to relay information back to staff on how well the children have participated. Room boards contain important information for staff to share current learning and development. For instance, colour of the fortnight and rhyme of the month. This encourages families to support children's learning at home.

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

Throughout the nursery, children are extremely happy and very well settled. They are highly confident as they engage in conversations and welcome visitors. A well-established and extremely effective key person system operates throughout the nursery. Every key person knows their children exceptionally well and can clearly demonstrate how they are helping them to move forward and make excellent progress. Staff obtain detailed information from parents about children's needs, likes and dislikes, which means that they are very aware of how to support each child and meet their individual needs. Parents sit with the key person during registration and complete a comprehensive, 'All About Me' for their child. Staff in the baby room provide young babies with physical interaction and cuddles. This helps them to form emotional bonds and attachments. Children enjoy showing their work to the inspector and staff as they are made to feel valued and proud of their pictures. The 'Crocs' room has delightful, inspirational displays of children's work. As a result, children have a sense of belonging and pride.

Staff are aware of appropriate strategies to manage children's behaviour. Consequently, behaviour is excellent. All children play very happily together and do not often need reminding to share the toys or help to tidy up. Older children are able to be independent in the bathroom. They clearly demonstrate that they know the routines for washing their hands before mealtimes. Children are supported to be independent when putting their shoes and coats on. Staff give lots of praise when they try and are successful in managing their hats and buttons. Children throughout the nursery enjoy their freshly prepared meals and snacks. They sit together in small groups and mealtimes are encouraged to be social occasions where children are able to ask for more, eat at their own pace and chat together. The older children's independence is very well supported as they serve their food. Children are competent at spooning food onto their plates and pour drinks carefully. Babies and toddlers manage to feed themselves very well, with younger babies helped by staff. They wait patiently for their food and tuck in enthusiastically. The nursery has a

clear and systematic approach to identify dietary, cultural and personal needs when serving foods. For instance, children with allergies have their food served on a red plate. This supports all children's individual health needs very well. Staff support children to express their feelings and have an understanding of keeping themselves safe through stories and discussions. They value children's developing independence and ability to take challenging risks as they encourage babies to hold the rope as they climb the slide gradient. Staff are vigilant about who picks up children. Any new person is required to provide a photograph to ensure children do not leave nursery with anyone unknown.

Children thoroughly enjoy spending time outdoors. They access equipment, such as, balancing logs, tunnels and bicycles to help them to develop large muscle skills and coordination. The nursery is very well resourced and all rooms are organised highly effectively to promote independent play. Special commendation goes to the baby room where children are treated to a highly stimulating environment with snuggle corners, a home from home and the ever changing role play area. For instance, babies get first-hand experience as they crawl among the sand in the specially created 'builder's yard'. Children are exceptionally well supported in their transitions between rooms and parents are fully involved. They are introduced to their child's new key person and new routines are explained. Staff ensure that children are familiar with the new routines, such as circle time, by practising them in their regular room before moving on. Staff build excellent relationships with the schools that children will be moving to. This promotes consistency and makes the move to school a positive experience for the children. Teachers visit the children in the nursery. To further support children in the transition process, staff prepare them by encouraging independence skills, such as putting on their own coat. They hold a lunch box week to help children to learn how to open tubs and put straws in cartons of drink. The role play area contains school uniforms to help children to become familiar with wearing them and children have access to different school prospectuses. This further helps to support children with transitions.

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

Exceptional leadership and management, along with the highly dedicated staff team, result in a positive, inspiring environment, clearly aimed at supporting children to achieve to their full potential. The morale of the staff is very good and they have high expectations of children, this results in a successful working environment. Safeguarding is of paramount importance to the nursery and the welfare of the children is at the heart of everything the nursery does. All staff are aware of their roles and responsibilities in protecting children in their care. They fully understand the signs and symptoms to be aware of and know when and from whom to seek advice. There are clear procedures to follow if there is an allegation against a member of staff. Any concerns about children or staff are acted upon immediately. The nursery has an excellent relationship with the local social services department. Staff are confident to speak to the manager if they are concerned about a colleague mistreating children. As a result, children are completely safeguarded while at the nursery. The educational programme is monitored effectively by the manager who carries a daily walkabout diary. Regular tracking of individual files by the manager and company co-ordinators identifies practice and groups of children to ensure appropriate

intervention and monitoring of children and the areas of learning. More robust systems to track and record groups of children's progress through the areas of learning are being developed and management are currently monitoring these to ensure that they remain highly effective.

Children are exceptionally safe at the nursery as robust recruitment procedures ensure that all staff are suitable to work with children. New staff are given a detailed, company driven, in-depth induction and are extremely well supported in their practice and in becoming familiar with the nursery procedures. The utmost priority is given to monitoring and supporting staff. The manager observes their direct practice and reviews their record keeping and knowledge of their key children. The manager supports staff at regular team meetings and meets with them every three months to review their practice. Therefore, she supports staff through effective mentoring and coaching at all times. Staff undertake regular training, either in-house or through company courses. This increases their knowledge base and extends their practice skills to enhance the outcomes for children even further. All policies and procedures are shared with staff and parents. The policy of the month ensures that procedures are regularly reviewed and updated where necessary. Records are kept, including verbal and written complaints. The manager takes all complaints seriously and appropriate people are contacted in a timely manner. Staff conduct very thorough risk assessments relating to the premises, activities and outings. The nursery is very secure with a key pad entry system to prevent unwanted access to the premises.

The manager, along with the support of the company, have high aspirations for quality through systematic and inclusive self-evaluation. The views of children, parents and staff serve to identify strengths and drive improvement. They are exceptionally successful in inspiring the dedicated staff team to work towards and sustain ambitious targets. For example, each room has their own action plan to fulfil and as a result, high expectations are embedded across all areas and consequently, outcomes in children's achievements and well-being are outstanding. When parents make an enquiry about a place, they are treated to an informative and helpful prospectus pack. Partnership with parents is exceptional. Parents speak very highly of the nursery and constantly recommend it to their friends. Parents' comment that all staff are welcoming and they find them approachable. Parents are valued and their views are sought and respected through anonymous emails and the parents' comments board. The website is a popular way to share information and links to learning. Access to a social network site has been successful as daily information can be immediately shared. The manager has forms translated for those families who speak English as an additional language. This means that all families feel valued and appreciated and confident to talk to nursery staff and together, they can work for the best outcomes for the children. A parent speaking to the inspector said that her child enjoyed attending the nursery so much she wanted to come to nursery at the weekend. The manager strives to ensure that all professionals and shared carers who work with the children share relevant information on an ongoing basis, so that children's care and progress are monitored highly effectively.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY416514
Local authority	Nottinghamshire
Inspection number	952325
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	74
Number of children on roll	96
Name of provider	Treetops Limited
Date of previous inspection	13/06/2011
Telephone number	01623 660555

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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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