

Inspection date	22/04/2014
Previous inspection date	19/05/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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		2

The quality and standards of the early years provision

This provision is good

- Children are happy and settled in the nursery because staff use effective systems to ensure their individual needs are identified and met.
- Children gain considerable benefit from the highly successful partnership between the staff and parents, ensuring key information is shared, so all take a united approach.
- Children feel safe and secure in the nursery and arrangements for safeguarding the children are robust.
- Staff arrange the environment so that children can choose their play materials and follow their individual learning styles. This means that they concentrate at their activities.
- Children enjoy a wide range of activities planned by staff which stimulate and motivate them. As a result they gain good attitudes towards learning.

It is not yet outstanding because

- Staff do not always use skilful questioning techniques to maximise children's learning.
- Children's progress in mathematics is not as effective as in the other areas of 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector discussed the format of the inspection on arrival.
- The inspector observed activities in the indoor and the outside learning environment.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the views of parents spoken to on the day.
- The inspector invited the manager to conduct a joint observation.

Inspector

Alison Large

Full report

Information about the setting

Witherswood Day Nursery is privately owned and registered in 2000. It re-registered in 2008 as a limited company. It operates from the ground floor of a detached house in the Highfield area of Southampton. There is a rear garden available for outdoor play. Children from the local and wider communities attend. The nursery is open each weekday from 8am until 6pm, all year round. There are currently 27 children in the early years age group on roll. The nursery is in receipt of funding for the provision of free early education sessions for children aged two, three and four years. The nursery has the facility to collect children from a local school and offer after school care. The nursery is able to support children with special educational needs and/or disabilities and children learning English as an additional language. There are seven members of staff employed to work with the children; of these, four hold relevant qualifications and three staff are working towards a relevant qualification.

What the setting needs to do to improve further

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

- extend children's learning further through discussions and asking questions to encourage them to think more

- extend the educational programme for mathematics making sure suitably challenging experiences are planned to ensure all children make good progress across all aspects of this area of learning

Inspection judgements

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

Children are happy and settled. Staff enable children to learn and develop well in relation to their starting points and capabilities. Staff organise the routines successfully to allow children to have a variety of learning opportunities. Staff encourage the children to make choices and take part in a range of activities that interest them. Observations of children's play are collected by all staff and included in each child's 'learning story' record. Staff use a tracking sheet showing how children are progressing in the different areas of learning, and this is also used to identify any gaps in children's progress.

Staff teach the children to count and use numbers in a variety of ways. The children are starting to recognise shapes and name colours. However, there are fewer opportunities provided for children to increase their mathematical skills for comparing length, weight, capacity and time. At present, the children's tracking sheets are showing that children's

progress in mathematics is not as effective as in the other areas of learning. Systems for planning and assessment are monitored and developed to ensure the activities and learning experiences support children's interests and the next stages in their learning. Staff use good quality teaching methods overall which helps children to progress well. All children enjoy their time at nursery and are happy and relaxed.

Throughout the nursery children are keen to join in activities and are developing warm relationships with each other and staff. Adults gain eye contact with the children when talking to them and encourage them to listen, helping contribute to good listening skills. This approach also helps prepare them for school. Staff sit with children and most engage in conversations with them well. For example, there are discussions about things that children have been doing at home and the weather. Consequently, staff promote children's language skills well overall to extend their thinking, creativity and communication skills. However, some staff are less confident to question and use discussion to extend children's learning further during some planned activities. This means that they miss opportunities to encourage children to think and respond at such times.

Children are supported well by staff in their learning and gain competence in communicating, speaking and listening. Staff reinforce words with the children and provide alternative words to extend the children's vocabularies. Children develop very good communication skills and chat happily both to one another and to adults. Staff support children well, by offering praise and encouragement and demonstrate a good understanding of children's individual learning needs. Younger children are actively involved in their play, confidently selecting and exploring resources. They are supported well by staff and as they progress they become confident in their daily routines. Children are able to enjoy a good range of exciting activities which stimulate and motivate them. The children particularly enjoy their time playing in the garden, where they are able to benefit from energetic physical exercise. They enjoy running, climbing, jumping and stretching their muscles.

Staff share the children's assessment records with parents. They discuss with them the children's next steps in their development and learning, to ensure they are fully involved in their child's learning. Parents keep well informed about the life of the nursery via the notice boards and through daily chats to staff. They state they have seen their children make very good progress whilst at the setting. The staff have implemented the required progress check for two-year-old children and all documentation is in place and shared with parents.

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

The nursery has an effective key person system in place to help children settle and form secure emotional attachments. Staff discuss babies' routines with parents when the child starts and at regular intervals and ensure their wishes are met. Children receive good support from staff and as they progress they become confident in their daily routines. The use of daily diaries by staff helps to ensure parents are aware of their children's nappy changes, sleep times and food eaten, to keep them informed. Children feel safe and

secure at the nursery; children's safety is promoted effectively and good systems are in place to ensure the nursery remains secure at all times. Children understand the need to keep safe as they discuss why they should not run indoors or throw sand in case they hurt another child or themselves. Children have daily use of an outside play area; they enjoy the outdoor play opportunities, where they can climb, run and jump. Children are energetic and manoeuvre themselves with good levels of capability.

The nursery provides a good variety of healthy and nutritious meals and snacks which are cooked on the premises. Children benefit from the carefully balanced menu offered as it supports their dietary needs effectively. Children learn about good hygiene routines and from a very young age can independently take themselves off to wash their hands. They all know they must wash their hands after using the toilet, before eating and after messy play. Good systems are in place to inform staff of any health or dietary issues the children may have.

The staff help children to understand dangers around the setting. Children are encouraged to take care when using equipment and to be mindful of others around them. Effective systems are in place for behaviour management. Children behave well; the staff are good role models, promoting listening and helping children to become sensitive to each other's' needs. Children are learning to share and take turns and play well together. They are developing friendships, and interact with staff and each other well. Children know what is expected of them and are confident to make their own choices and decisions so they gain confidence and good levels of independence.

Good procedures are in place for preparing the children for a smooth transfer when moving on to school. Staff keep parents informed throughout the process to ensure they know what is happening. All staff are committed to making the move as smooth as possible for each child. Staff liaise with the various schools children will transfer to and the teachers are invited into the nursery to see the children in familiar surroundings. This help ensure a smooth transfer, consistency of care and learning and reassurance for each child.

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

The very good leadership and management of the nursery mean the staff team work well together. Effective management structures are in place and communication with all levels of staff is very good. Children's care and safety are promoted well, with required ratios maintained at all times. Staff have a very good understanding of the reporting procedure to follow if they have a safeguarding concern to help them keep children safe. Staff have attended training and share updated knowledge and awareness of safeguarding strategies at regular staff meetings. All staff are aware of their roles and responsibilities in keeping children safe from harm. There are robust recruitment and vetting procedures in place to ensure the suitability of staff and very good security measures and collection procedures in place to ensure children remain safe at all times.

Children benefit from a staff team that work very well together and share a commitment

to improvement. They are involved in all aspects of the provision and contribute fully to the planning. A wide range of policies and procedures are in place, implemented and monitored efficiently to safeguard children and promote their welfare. Staff complete documentation and records effectively to ensure children's health and safety needs are well met. Staff make sure they are deployed well to maintain the good supervision of children. All staff take responsibility and use vigilance and risk assessments to check children's health and safety is maintained in each room, as well as outside. Systems to evaluate the nursery provision are in place. These reflect its strengths and any areas for development to improve outcomes for children and the quality of the nursery provision. Children, including those with special educational needs and/or disabilities or learning English as an additional language receive good levels of support and make good progress.

The excellent partnership between the nursery and parents enables them to continually share all relevant information between them. Parents keep fully informed about daily routines, and activities through notice boards, daily diaries, talking to staff and parents' meetings. Parents express confidence in the high standard of care, communication and their children's preparation for the future. They feel very welcomed into the nursery and are extremely happy with the progress their children are making. The information available to parents means they are fully informed about nursery life and their children's progress. The links with other providers for children who attend more than one setting are in place. These are effective to support good continuity in the children's care and learning.

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
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	EY370828
Local authority	Southampton
Inspection number	961925
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	27
Name of provider	
Date of previous inspection	19/05/2009
Telephone number	

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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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