

Stables Day Care Nursery

20 Wemsbrook Road, WEM, Shrewsbury, SY4 5AH

Inspection date	27/05/2014
Previous inspection date	04/12/2012

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

- Teaching is good because staff plan and provide a wide range of activities and continuous provision, firmly based around the children's interests and next steps in learning. As a result, children make good progress in all areas of their learning and development.
- Children's health, safety and well-being is very well promoted at all times, through the comprehensive policies and procedures in place, which are implemented by staff and thoroughly monitored by management.
- Management and staff work well as a team, to continuously improve the quality of the provision. As a result, staff are enthusiastic and motivated, benefitting the children's experiences in the setting and ultimately, their progress.
- Partnerships with parents are well established through frequent information sharing. Details of children's ongoing achievements and initiatives to support home learning are regularly provided. This ensures that children's unique care and learning needs are well promoted by all those involved.

It is not yet outstanding because

- Children's growing independence and self-help skills are not always fully promoted, as opportunities for children to serve their own meals and pour their own drinks, are not always available.

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 observed activities in the five playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager, owner of the provision and the qualified teacher.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, risk assessments and a range of policies and procedures.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the nursery's own parent survey.

Inspector

Sharon Lea

Full report

Information about the setting

Stables Day Care Nursery was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted barn buildings in the town of Wem, North Shropshire and is privately owned. The nursery serves the local area and is accessible to all children. It operates from five rooms and there is an enclosed area available for outdoor play. The nursery employs 13 members of childcare staff; all of whom hold appropriate early years qualifications at level 2 and above, including one with Qualified Teacher Status. The nursery opens Monday to Friday, all year round, from 7am until 6pm. Children attend for a variety of sessions. There are currently 68 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery 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:

- enhance opportunities for children to further develop growing independence and self-help skills, for example, by encouraging them to serve their own meals and pour their own drinks.

Inspection judgements

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

Children make good progress in all areas of their learning and development. This is because they are regularly observed by staff during their play, to assess their skills and identify their current interests. This information is then used to plan a wide range of activities and opportunities, which support the children's identified next steps in learning. Planning is completed weekly and there is a good balance between self-chosen activities and activities led by adults. Children therefore have opportunities to develop their own ideas and interests through the resources and activities available. Staff are skilful at identifying when children develop specific interests and use these to plan activities to enhance their learning. For example, a child sharing their love of farm vehicles resulted in an outing to a local farm and the children developing small world farms on their return to the nursery. This is seized as an opportunity for staff to teach the children mathematics, through grouping the animals in sets and counting them. In fact, the quality of teaching is very good and some is outstanding, as staff have an excellent understanding of how to develop children's interests to enhance their learning. During a topic called 'marvellous me', older children are supported in developing and using their senses. They find worms outside and explore what they feel like and how they move. When children are curious about how they see where they are going, this leads on to looking at how they see

themselves and a trip to a local optician is arranged. This is then extended to incorporate looking through different things, introducing concepts, such as clear and opaque. All of these experiences provide fun and meaningful learning opportunities, capturing children's interests and igniting a love of learning, fundamental to their future progress in school. This demonstrates that staff are responsive to children's interests and are fully aware of how to promote learning in meaningful contexts. Consequently, children make good progress in their learning, which enables them to be well prepared for the next stage of their lives and in preparation for school.

Children make very good progress in their communication and language skills, enabling them to become confident communicators. For example, children who speak English as an additional language are supported well by staff, through the use of Makaton sign language, picture symbols and the use of key words obtained from parents, in children's home language. Babies and children of all ages enjoy sharing picture books and stories with staff and engage happily with songs and action rhymes, copying the actions led by staff and requesting favourite songs. Staff acknowledge the favourite stories of children, developing creative displays with them to extend their enjoyment and interest. Language is modelled well by staff who speak clearly, listen to the children's responses and repeat words to support further language development. Older children are continually engaged in conversation by staff who listen to their responses and ask open-ended questions to further their thinking. The setting is a print-rich environment where resources and displays are labelled with pictures and print. Older children take part in letters and sounds activities in order to be able to recognise and say letter sounds, assisting them to develop their early reading skills. Opportunities for early writing are developed from an early age through a wide range of sensory activities, such as making marks in sand or paint. Activities such as these develop children's physical skills and their early understanding that the marks they make have meaning. Older children have a dedicated literacy area and are encouraged to write for a range of purposes. These opportunities support children's developing literacy skills well, in readiness for the next stage in their learning, such as school.

Partnerships between parents and staff are well established and are given a high priority by staff. This is because staff acknowledge the importance of developing positive relationships in order to promote consistency of support with regards to children's care, learning and development. Parents share detailed information about their child's personality, skills and development on entry to the setting, enabling the key person to meet the needs of the child from the outset and supporting them in making a more accurate assessment of children's starting points. Parents are actively encouraged to review their child's development folder at any time and to contribute observations about their child's learning at home. Summaries of each child's learning and development are shared regularly with parents and the required progress check for children between the ages of two and three years is in place to complete with parents at the appropriate time. This ensures that children's needs are continually assessed and planned for and that children who require additional support receive this at the earliest opportunity. Parents are invited to attend annual meetings about their child's progress and a range of opportunities, such as a mark-making event, where they are able to explore different mediums, such as paint, chalk and shaving foam, to encourage their children to develop early writing skills, in readiness for school.

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

Children are very settled and extremely happy in this welcoming setting. They develop good relationships with one another and the staff, who are caring and take time to get to know each child and their unique needs. This is supported through the well-established key-person system in place and the gradual settling-in sessions, where parents slowly build up the time their children spend at the nursery. Parents comment that their children settle quickly and are happy to attend, which results in them being confident to leave their child in the care of the staff. Parents share information with staff about their child's care needs, interests and achievements on entry to the nursery. Therefore, staff are able to appropriately support the children's needs and provide for their interests from the outset. As a result, children develop strong and secure emotional attachments with the staff. This enables them to confidently explore the environment, enjoy their time in the setting and make good progress in all areas of their development and learning. Similarly, transitions between rooms within the nursery are equally well supported, in partnership with parents and the new key person. This ensures that children's needs are consistently promoted and well supported. Older children are fully prepared for their move into the school environment because nursery staff ensure that they are confident and fully prepared intellectually, socially and emotionally. Staff share information relevant to each child regarding their progress and individual personalities and needs with the teacher from the school they will be attending. In addition, teachers are invited to visit the children in the nursery, from whichever school they are moving on to. As a result, children make the move in to full-time education more easily because of the positive steps taken to ease their transition.

Toddlers and older children have some opportunities to develop their independence in self-help skills. This is because staff know the children very well and recognise when they are ready to take responsibility, such as managing their own toileting and hygiene needs or putting on their own coats for outdoor play. However, there is scope to enhance these skills further still, in readiness for school, through enabling older children to serve their own meals, pour their own drinks and clear away their plates and cutlery when they have finished. An understanding of the importance of hygiene is fostered from an early age, through staff ensuring that children wash their hands after using the bathroom, before meals and after outdoor or messy play. It is evident that because children have daily opportunities to manage these skills for themselves, they learn to do these competently, enhancing their sense of achievement. Therefore, they develop valuable skills, which will benefit them throughout life. Children of all ages benefit from interesting and enabling learning environments indoors and outdoors. High quality toys and equipment are in good order and freely accessible to all children, enabling them to make choices about what they would like to play with. Each of the three age ranges have well-organised facilities, enabling babies, toddlers and young children to move around freely and to experience different opportunities. All rooms have quiet, cosy spaces, which enable children to look at books, have a rest and develop their communication skills with one another. Displays celebrate children's creativity and the many photographs on display and in their development folders celebrate the skills they have used and the learning gained from these experiences. Positive behaviour is highly evident and children happily play together

as staff are good role models who provide a calm and caring environment. Children throughout the nursery are encouraged to be kind to one another, share and take turns and respect one another through good listening. Older children are encouraged to behave positively through the golden promises in place. Children are polite and respectful, and confident to communicate their ideas with others. These personal skills in managing their emotions and developing positive relationships support children extremely well towards the next stage of their learning, such as school.

Children of all ages enjoy daily fresh air and exercise, developing physical skills and confidence as they enthusiastically play in the outdoor environment. Children practise their physical skills through the use of small equipment, such as bats and balls and larger equipment, such as scooters, climbing frames and digging areas. Opportunities to learn about nature and the world around them are provided through growing flowers and vegetables, such as carrots, which the children harvest and eat. Children learn about living things through their involvement in hatching chicks from eggs and caring for the resident chickens, rabbits and guinea pigs which are kept outdoors, as nursery pets. Digging areas provide a wealth of insects for the children to identify and explore through the use of magnifying glasses. Older children learn how to take risks safely through weekly forest school sessions where they are taught to assess potential risks before exploring activities within the forest. Further physical activities are provided through older children attending weekly swimming lessons at a local pool and yoga sessions, which are enjoyed by toddlers as well as older children. All of these opportunities support children in understanding the benefits of physical activity for their health and well-being. Snacks and meals provided by the nursery chef are well balanced and nutritious and all dietary needs are very well catered for. Meal times are social occasions for babies and children, who are encouraged to feed themselves independently as soon as they are able. Staff eat with the children, modelling appropriate table manners and reinforcing to the children that eating all of their vegetables will help to make them grow big and strong. Topics and discussions on healthy eating support children's developing understanding of healthy choices.

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

The management team have a good understanding of their roles and responsibilities in ensuring that the setting meets the requirements of the Early Years Foundation Stage. They understand the requirement to notify Ofsted of significant events, for example, unavoidable accidents. A wide range of policies and procedures, risk assessments and safety measures are all in place, implemented by staff and monitored by management. Detailed accident and medication records are maintained and signed by parents, keeping them informed at all times. Information from accident records is used to further assess potential risks, review existing risk assessments and to inform staff practice. Staff carry out daily risk assessments, indoors and outdoors, helping to ensure that the environment is free from hazards and that resources and equipment are safe for the age range of children using these. Management ensure that accurate staffing ratios are met, in order that children are appropriately supervised at all times, keeping them safe from harm. Staffs' knowledge of the safeguarding procedures is strong and they have a clear understanding of their role and duty to report any concerns they may have about children

or their colleagues. The written safeguarding policy contains detailed information of the procedures to follow should any concerns about a child be identified. Training and regular questionnaires ensure that staff maintain their knowledge of child protection and support management in identifying any further training requirements. Policies and procedures are shared with parents when their children first join the setting and these are accessible at all times. Parents express high levels of confidence that their children are safe and protected from harm. Thorough recruitment procedures are in place to ensure that new staff are suitably qualified and vetted. On appointment, a detailed induction process is carried out, supporting new staff to settle into the setting and enabling them to fully understand their roles and responsibilities. All of these measures in place ensure that effective steps are taken to minimise risks and to keep children safe, healthy and secure.

Staff benefit from established supervision and appraisal processes, which are used to identify support, highlight training and meet their development needs. A system of peer observations is in place to support staff development further. Staff receive mandatory training in safeguarding and first aid and attend additional courses provided by the local authority, when these are available. The nursery benefits from a staff team who are well qualified and highly experienced. Staff turnover is low, reflecting the level of happiness which staff have in their roles and their motivation to provide the best possible outcomes for the children in their care. Evaluation of the setting's strengths and areas for development is ongoing and involves contributions from staff, parents and children. Parents are welcome to share feedback verbally and through annual questionnaires. The nursery has ongoing improvement plans and staff work well together to achieve identified developments, such as developing the outdoor areas. This demonstrates the aspirations of the staff team to continuously improve the quality of the provision. Systems are in place to monitor children's progress through their development folders. This means that management are able to identify those who are making good progress and that any gaps in learning or the provision can be addressed swiftly. The management team are highly involved within the childcare rooms, engaging in play with the children, modelling good practice to the staff and ensuring that the environment and the planning systems in place are supporting the children to make the best possible progress in their learning and development.

Effective partnerships between parents and staff are well established. This ensures that each child's care and learning needs are well met throughout their time at the nursery. Parents report that they are very happy with the standard of care that their children receive. They share that they can identify the benefits of their children attending the nursery, due to the progress they are making in their learning and development, such as language and confidence skills. Daily information is shared with parents to keep them up to date with activities their child has enjoyed and provide ideas and activities for parents to carry out at home with their children. This ensures that a two-way flow of information is encouraged between parents and staff, keeping everyone informed and up to date about the children's needs. Parents receive regular newsletters and other information through an established e-mail system, a range of information through notice boards and they also receive frequent updates on their children's progress. Effective partnerships with external agencies and local schools are also well established and contribute securely to meeting children's needs. Staff work well with health and education professionals, such as speech and language therapists, to support children who have additional learning or

communication needs. Teachers are invited to meet those nursery children who will shortly be transferring to school, enabling information to be shared about individual children's personalities and needs.

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	EY358764
Local authority	Shropshire
Inspection number	976038
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	68
Name of provider	Rebecca Ahmad
Date of previous inspection	04/12/2012
Telephone number	01939 232723

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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