

Active Learning Dorking Nursery

Inspection report for early years provision

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Inspector Helen Penticost

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Type of setting Childcare on non-domestic premises

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Description of the setting

Active Learning Dorking Nursery has been registered since 2009 and is one of a chain of nurseries run by Active Learning Childcare. They are registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery operates from a converted house in Dorking Surrey. Children are grouped in rooms according to their age range and use base rooms, art studio, organic café, performing arts studio and science and discovery studios. Fully enclosed garden areas are available. Rooms on the ground floor are easily accessible to all. Those on the first floor can be accessed by a lift.

A maximum of 91 children may attend the nursery at any one time, all of whom may be in the Early Years age group. The nursery currently has 14 children on roll in the early years age group. The setting is open each weekday from 07:30 to 18:30 throughout the year, with the exception of public holidays. The nursery is able to support children with learning difficulties and/or disabilities and children who speak English as an additional language. Five full-time staff work with the children, and a team of bank staff provide cover for absence. Five members of the staffing team hold appropriate Early Years qualifications and nine hold current first aid certificates.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children play, learn and develop in a highly stimulating, child centred environment where the uniqueness of each child is fully understood and their individual needs catered for. Children are fully safeguarded within the setting as safety is of paramount importance. Both the management and staffing teams are exceptionally passionate about their roles in providing extremely high quality care, to improve the outcomes for children. The provision is fully committed to undertaking effective self evaluation to ensure continual development.

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 developing the outdoor play spaces

The leadership and management of the early years provision

The management team demonstrate a full commitment towards the nursery and they have a clear vision for the future. For example, the quality of equipment, resources and documentation is of a very high standard and effectively supports the running of the very well organised nursery. The staffing team contribute their ideas and work efficiently as a team which benefits the children and enables the

staff to have a sense of ownership. Within the staffing team are specialist teachers who fully support children in their area of expertise, such as music and sport. The nursery completes a 360 degree self evaluation and through this process the setting has highlighted the need to continue to develop the outdoor area to fully secure opportunities for children to explore out of doors.

Parents are extremely well informed about the care their child receives and recognise and appreciate the dedication of staff. Clear settling in arrangements are in place and agreed with the parents which ensures that children become confident and comfortable in the nursery. Very well established systems for assessing children's progress are used effectively by staff and the arrangements for gathering and sharing information about children's learning and development are secure. Daily diary sheets and discussions keep parents up-to-date with their child's daily activities, routines and well-being.

All of the documentation, policies and procedures required to support children's welfare are in place and are maintained to a very high standard. Rigorous recruitment, vetting and induction procedures help to ensure that children are protected. The recording of all staff, children and visitors to and from the nursery and detailed written policies for child protection, collection and non-collection of children contribute to ensuring children are safeguarded from harm. Great thought has been placed on the safety of the children during their time in the setting, for example, parents use a card swipe and key pad entry system to gain access to the building.

The quality and standards of the early years provision

The learning environment enables children to make excellent progress. The vast array of clearly labelled toys and resources are easily accessible to the children, which helps children to make informed choices about their play, become independent and enables them to become active learners. Even very young children can access their shoes and coat and try to put them on. Children are extremely well supported in all aspects of their time at the setting. The highly enthusiastic staffing team constantly interact with children, extending vocabulary and supporting their learning. For example, staff fully engage themselves in music and movement, helping children to extend their creative and drama skills. Babies are given numerous opportunities to use their senses as they explore the textures of cooked spaghetti, shredded paper and shaving foam. They use paint brushes and rollers to create masterpieces, which develops their small muscle movement and manipulative skills. Older children flourish as they become engrossed in the music and movement sessions and they use their imaginations as they interpret the music to re-create the movements of animals.

Children are constantly praised for their efforts across the whole of the nursery. They know that their work is valued because staff display it prominently and they take countless photographs, which promotes children's confidence and self-esteem. The staff are caring, courteous and affectionate, providing positive role models for children. Children are happy and relaxed. They have formed close relationships with staff which help them to feel secure. Inclusion is imbedded

throughout the nursery. For example, there are very good arrangements to support children with learning difficulties and/or disabilities or who are acquiring English as an additional language. The staffing team speak many languages and can therefore enable children to settle and feel at home within the nursery. The nursery offers wonderful home cooking for a hot nutritious meal at lunchtime which is made using organic produce. Meal times are a sociable, learning experience where children learn skills for the future. Staff sit with the children, setting themselves as good role models as children learn to use their cutlery and hear good table manners are promoted.

Children play with their peers within age appropriate group rooms. All of the studios, rooms and areas are extensively resourced with extremely high quality toys, equipment and facilities. The nursery has highly effective systems in place to share information with parents. Parents are encouraged to share what they know about their child, which provides a starting point for progress. Staff regularly undertake snapshot observations of the children to note achievements or concerns, and these are used to inform individual play plans and subsequently the planning. Parents provide very positive feedback and feel that they are kept fully informed about their child's progress as the nursery provide an open door policy and the staff are extremely approachable at all times.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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