



Educare Nursery

Inspection report for early years provision

Unique Reference Number	EY296958
Inspection date	10 May 2005
Inspector	Christine Tipple

Setting Address	Badeling Pond, Mill Lane, Beverley, North Humberside, HU17 9DH
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Registered person	Educare Nursery
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Educare Day Nursery was registered in 2004. The premises are purpose built and operate on two floors, it is located centrally in the town of Beverley. Children are cared for in six separate areas according to their ages. There is provision for outside play which is enclosed and at the rear of the premises.

The nursery offers care to a maximum of 70 children from birth to 5 years. There are

currently 117 children on the register who attend for a variety of sessions both full and part time, of these there are 30 children in receipt of nursery education funding. There are no children presently attending who have special needs or have English as an additional language.

The nursery operates Monday to Friday all year and opens from 07.00 to 19.00 hours.

There are a total of 23 staff who work with the children over the week, 18 have relevant childcare qualifications at levels 2 and 3. There are currently 5 staff attending training to gain a qualification. There are 3 support staff employed as cook and cleaners.

The nursery has Investors in People award. They are a member of the National Private Day Nursery Association, they also receive support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop a positive approach to their health through the staff's practices and procedures. These promote their needs effectively through physical activities, personal hygiene and nutritional needs. There is good support and provision for the children to develop their independence and understanding of the importance of personal care and healthy activities.

The children overall are offered a comprehensive range of physical experiences both indoors and outside. The resources in place, especially for children aged over two years, extend and develop their fine and gross motor skills appropriately. The children are confident in trying out their skills and staff enable them to practise these. For example, children aged over two years use the balancing beams and the obstacle course, gaining confidence to use independently. Children are keen to be outside and this is flexible throughout the day so children can fulfil and extend their physical play. The feeding and sleeping routines of children under two years are effectively supported. However, some aspects of their physical play are not always extended sufficiently.

Children have regular access to drinks throughout the day. Older children are aware of the importance of drinking especially after exercise and when they are warm. Meals and snacks are prepared on site and offer the children a healthy balance and choice. The menus are displayed for parents. Children's dietary needs are recorded and monitored by staff.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff minimise the risks to the children through the effective management of the

premises, the use of risk assessments and the comprehensive safety policy which covers all the areas accessed by the children. The security of the building is monitored through an intercom, and staff are able to view all persons coming into the building as all areas have good visibility to outside areas. There is good natural light throughout the day.

Children are learning how to keep themselves safe from danger whilst still enjoying appropriate freedom and independence. Older children in particular are involved in keeping their areas clear of obstruction and discarded resources. Children use the stairs safely and take turns at certain activities for safety reasons, for example, the sand tray. They know to walk not run and they demonstrate a good level of confidence in keeping themselves safe.

Children use a variety of equipment that is appropriate and relevant to their developmental needs. For the older children this is well organised and easily accessible.

Children are protected by the staff who have a sound understanding of child protection policies and procedures. This ensures the welfare of the children in their care. However, relevant key staff have not sufficiently extended this knowledge.

Helping children achieve well and enjoy what they do

The provision is good.

The quality of teaching and learning is good. The children are happy and settled in the nursery. Staff are motivated and interested in the children as individuals. They are developing their understanding of the developmental needs of children aged under three years and plan a range of suitable activities. However, the physical and creative experiences of children under two years is not always fully extended. The staff in the pre-school have a good knowledge of the foundation stage for the funded three and four year olds. Overall this provides all the children with an environment which promotes good care and education.

Continuity of care for babies is supported by providing consistent staff. This ensures children's individual routines are followed, which enables them to develop good relationships with the staff and encourages their independence. There is a positive bond and appropriate physical contact between the younger children and staff, which increases children's well being and sense of self. There are opportunities for the children to express their ideas and be involved with a variety of activities and experiences. For example, by exploring paints, textures, music and songs.

Nursery Education

The quality of teaching and learning is good. Staff have a sound knowledge of the foundation stage. They plan and provide effective and realistic challenges for the children. The activities are well organised and supported with relevant resources and equipment. A good range of teaching methods are used, which ensures the children's learning across all areas of the curriculum. They are motivated, confident,

self-assured and keen to learn. This is promoted by staff's enthusiasm and interest in them. Children work well together and follow simple rules to support sharing and safety. The more able children assist others in accessing resources, helping with coats, tidy up. They use their imagination in role play situations, for example, going on holiday, calling the police as they had lost their cat. They use their creative play to demonstrate their sense of the world around them. There are good displays of the children's work which shows the variety of resources and methods used by them, such as collage, models and free painting.

Children communicate and express themselves very well, both with each other and staff. Interaction is appropriate and staff encourage them to share their experiences in what they know, and question if uncertain. This helps them develop their language and thinking skills as well as confidence and independence. For example, during circle time, during their activities and on a 1-1 basis. They use resources for mark making in their play, and learn to recognise letters through displays, labelling and books. Children are gaining confidence in their mathematical language. They use numbers and solve simple problems in their every day activities such as when playing dominoes. They learn sequencing and calculating through their plant growing chart and access to the computer. Physical skills are extended and supported with good access to outside play opportunities, use of music, access to instruments and ability to use a variety of tools. Children are able to explore and investigate their surroundings through a variety of mediums, for example, setting up a wormery and developing their garden.

Information is shared with staff in each area as the children progress through the nursery. This gives staff insight into individual children's developmental needs and assists them in planning for them when they come into pre-school. Assessments overall are used effectively to plan for the children's next steps in their learning.

Helping children make a positive contribution

The provision is good.

The children are welcomed in all areas of the nursery. Staff value their individuality and respect parents' views and contribution to the care provided. For example, the younger children's home routines are discussed and followed appropriately. The children's behaviour is very good and staff have a consistent and caring approach with them. The older children are able to follow simple rules and are aware of the routines and boundaries in place. Children share, take turns and have good manners. They are learning to negotiate and take responsibility for their own behaviour.

There is a good selection of resources and displays that promote diversity, and the children are effectively learning about the world around them. Visitors are welcomed into the nursery and children visit places of interest to enhance their understanding. Children's spiritual, moral, social and cultural development is fostered satisfactorily.

Partnerships with parents are good. The key worker system effectively offers parents regular contact and this develops trusting relationships. Parents views are regularly sought, which ensures continuity of care for the children. Daily information sheets are

completed, giving parents details of their child's food and sleep patterns. Appropriate detailed information relating to activities is displayed in each area. There are some opportunities for parents to contribute to their children's learning with activities at home. However, information regarding the Foundation Stage Curriculum, stepping stones to learning and children's assessments and progress is not sufficient in detail or shared regularly enough for parents.

Organisation

The organisation is satisfactory.

The premises are well organised and provide space and facilities for the needs of the children, which enhance their learning and play opportunities. There are suitable policies and procedures in place to promote the children's welfare and safety. Appropriate procedures are in place for the recruiting and induction of staff. The nursery has the Investors in People award.

The majority of the staff are suitably qualified. An effective key worker system is in place for the children from two to five years old. An appraisal programme generally enables staff to identify areas of development in their skills and knowledge and seek relevant training, for example, the Birth to three framework.

Leadership and management is satisfactory. Overall the organisation is supportive of the staff. However, there is not a regular system in place to include all staff in the evaluation and monitoring of the care and education provided, to ensure the nursery continues to be effective. Overall the needs of all the children who attend are met.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There are no complaints to report.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- extend the opportunities for children under two years which promote their physical and creative skills, for example, through the use of the Birth to three framework
- extend the knowledge and skills of key staff in relation to child protection.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the information provided for parents in relation to the Foundation Stage Curriculum and stepping stones to learning, and regularly inform parents of children's progress
- provide a more rigorous approach to the monitoring and evaluation of the care and education provided.

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