



Little Joe's Day Nursery

Inspection report for early years provision

Unique Reference Number EY245791
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Inspector Carol-Anne Shaw

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York, YO10 4DZ
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Registered person Little Joe's Day 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?

Little Joe's Day Nursery was registered in 2002. It is one of a number of nurseries owned by the provider. It operates from a detached two storey building in the Fulford Industrial Estate, a short distance from the main Fulford Road area of York.

The nursery offers care for a maximum of 51 children. The first floor accommodates up to 21 children aged under 2 years, and 30 over 2 years on the ground floor. There are currently 39 children on the register who attend for a variety of sessions both full

and part time, of these there are eight children in receipt of nursery education funding. The nursery provides care for children who have special needs or have English as an additional language.

The nursery operates Monday to Friday 08.00 to 18.00 all year round, closed Bank holidays.

There is a total of 14 staff that work with the children over the week; nine have relevant early year's childcare qualifications at levels 2, 3 and 4. A qualified teacher works one day a week with the pre-school children. Some staff are working towards early years care and education degrees. There are currently three staff attending training to gain a childcare qualification. There is one support staff employed as a cook.

The nursery is a member of the Pre-School Learning Alliance. They also receive support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children progress very well because staff work to the effective procedures and practices in place which meet the children's physical, nutritional and health needs. The staff give children very good guidance and support, thus enabling children to gain an excellent understanding of hygiene and a real desire to become increasingly independent in their personal care.

Children explore, test and develop physical control in stimulating daily indoor and outdoor experiences. The staff know individual children well and have an excellent understanding of how children develop physically. They encourage and support children to try out new skills; children are confident and are able to set their own limits within the safe environment. For example, using the skipping rope to jump over and practicing throwing and catching skills. The older children are developing a positive attitude to physical exercise. They enjoy the challenges of a versatile range of activities, such as the obstacle course and sports day.

Children help themselves to easily accessible drinking water throughout the day; they enjoy fruit at snack time. Lunch is a social occasion with healthy, nutritionally well balanced meals, freshly prepared and cooked on the premises. The meals take into account children's cultural and medical needs. Babies have individual meal plans that are developed as the child's weaning progresses. Older children have a very good understanding of why they eat healthy foods and how it relates to their bodies. Effective liaison with parents ensures children's individual dietary needs are fully met.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Risks of accidental injury to children are minimised because staff are vigilant and use good risk assessment systems to reduce potential hazards. Staff have a good understanding of how to organise the older children into considering how they use equipment and safe ways of doing things. This allows children to learn about protecting themselves. For example, they practice the nursery emergency fire evacuation procedures regularly.

Children access a wide range of safe and suitable toys, resources and equipment, appropriate to their age and stage of development. The safety of children with English as a second language is managed well, they are fully included because of sensitive staff support, using signals to alert the child to danger. The well organised activities and resources allow children with special needs safe access. Good communication with parents contributes to children's safety.

Children are very well protected by staff who have a clear understanding of child protection policies and procedures. Staff attend training and are fully aware of their responsibilities and give priority to children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery. They develop well because staff are skilled and use their knowledge and understanding to promote children's development. Staff are motivated and interested in the children as individuals. The good staff ratios enable children to have lots of adult support.

The older children arrive happy and eager to participate, they part from their parents and happily wave goodbye. Younger children go to their own key staff that are sensitive to their individual needs, parting from parents with ease. The close and caring relationships are increasing children's trust and help them develop confidence and build self esteem. Early communication skills are well supported through good adult child interactions. Children are beginning to make sense of the world and express their ideas through lots of different planned activities and free play that supports children's learning.

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. The children enjoy the many play activities and explore paints, textures, music and songs. Overall this provides the children with an environment which promotes development and good care. However, the nursery is not yet progressing the development of the under three's in a systematic way.

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 in most areas. The activities are well organised and supported with relevant resources and equipment. A good range of teaching methods are used, this ensures children learn across most areas of the curriculum. Children are motivated, confident, self-assured and keen to participate. 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 and tidy up. They use their imagination in role play situations, for example a group organising and cooking lunch in the home corner. They use their creative play to demonstrate their sense of the world around them. There are very 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 children to share their experiences at circle time. This helps them develop their language and thinking skills as well as confidence and independence. 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 outside a child finding two spiders, 'A big one and a little one, 1 and 1 makes 2.' They learn sequencing through observing the life of the butterfly 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 wide variety of tools. Children explore and investigate their surroundings through a variety of mediums, for example, looking after the plant, growing seeds and feeding the fish.

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 in most areas are used effectively to plan for the children's next steps in their learning. However, the assessments of children's learning is not used to inform the planning for individual children in physical development. This is not giving the more able children sufficient challenge to extend their physical skills.

Helping children make a positive contribution

The provision is good.

The children are made welcome in all areas of the nursery. Staff value children's individuality and respect parents views and contribution to the care provided. Younger children's home routines are discussed and followed appropriately. The children's behaviour is good and the staff show a consistent and caring approach to managing behaviour. The older children follow simple rules and follow the routines and boundaries in place. Children share and show respect for others they take turns and show good manners, say please and thank you. They learn to negotiate and take responsibility for their own behaviour. As a result children's spiritual moral, social and cultural development is fostered appropriately.

Children have good opportunities to learn about the world about them, through topics and resources that promote diversity. Their own and other cultures are effectively supported, however there are limited activities and resources to support their understanding of disability.

The good partnership with parents contributes significantly to children's well being in the nursery. Parent's views are sought through discussion and documentation on a regular basis throughout their time there. Effective systems are in place to ensure all parents are kept informed of how their child is progressing in their development and learning. Children benefit from the involvement of parents in projects which contributes to their good health, development and learning.

Organisation

The organisation is good.

The good organisation of the nursery provides a welcoming, environment for children to play and learn. There is a wide range of very suitable policies and procedures in place to support the management of the group. The premises in all sections are effectively planned to support and promote children's learning. The good staff ratios ensure children have good support, this allows children to experience many different activities throughout the day. The use of time, space and resources enhances children's learning .

Children's care and learning is supported with good leadership and management of the nursery education. Children benefit from the staff having a sound knowledge of how children learn. Detailed procedures are in place for induction and the ongoing training of staff. All staff show a commitment to improvement and personal development, this underpins the care and welfare of the children in the setting. The monitoring of the nursery education is done informally at the moment by the manager. This is not yet systematic and leads to some areas of children's learning not being sufficiently challenged. Staff are enthusiastic and work as a team to ensure the provision meets the needs of all the children who attend.

Improvements since the last inspection

There has been good progress since the last inspection. A new manager has been appointed who has built a team of staff who are knowledgeable in early years practice. At the last inspection there was an action to conduct a risk assessment of the premises. This has been completed and is comprehensive, it is used by staff to effectively minimise risks for children attending the nursery.

There were also a number of recommendations made relating to safety, hygiene, documentation and the assessment and planning for children's play. Motivated staff are following the revised, policies and procedures to ensure that children's health and safety is supported appropriately, the nursery now has a much improved standard of care. The assessment of children in most areas, is now used effectively to plan for children's play and learning. All sections of the nursery are now meeting the needs of the children they care for.

The Nursery Education had a number of recommendations, regarding the assessment of children and linking the planning of the education to the Early Years Foundation Stage. This is now in place and working effectively to progress most children's learning. They were asked to develop the outside play area to enable children to develop their large motor skills. They now have an outdoor play area. A further improvement in this area has been raised. However, the outdoor curriculum is progressing most children's skills.

Complaints since the last inspection

On 28/10/2004 a complaint was received regarding Standard 2, adult : child ratios.

The registered person provided Ofsted with details of the staff adult ratios on the day in question. The provision has contingency plans in place to cover unexpected staff absences and/or emergencies.

The provision remains qualified for registration.

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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):

- ensure children have an appropriate range of resources and activities that promote understanding of disabilities
- continue to evolve the curriculum for the under three year olds for example using the birth to three matters guidance

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):

- ensure systems are in place to monitor and evaluate the overall provision for nursery education

- develop the planning for the outdoor curriculum to link in with individual children's assessments

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk