

Safe 'n' Sound Day Nursery

Inspection report for early years provision

Unique Reference Number	EY307158
Inspection date	09 July 2008
Inspector	Josie Lever
Setting Address	Withernsea Children's Centre, Withernsea High School, Hull Road, Withernsea, North Humberside, HU19 2EQ
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Registered person	Safe 'n' Sound Day Nurseries Ltd.
Type of inspection	Nursery Education

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

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THE QUALITY AND STANDARDS OF THE NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Safe 'n' Sound Day Nursery was registered in 2005 and is run by Safe 'n' Sound Day Nurseries Limited. It is one of a chain of three day nurseries and operates from the Withernsea Children's Centre which is situated on the Withernsea High School site in the East Riding of Yorkshire. It is registered to provide day care for a maximum of 38 children from birth to under eight years at any one time. It opens all year round, except for Bank Holidays between Monday to Friday from 07.00 until 19.00.

Children use two playrooms on the ground floor and there is an outdoor fully enclosed rear garden and shared sensory garden. Children attend from a wide catchment area and there are currently 62 children on roll, of these 15 receive nursery education funding. The setting supports children with learning difficulties and disabilities.

The setting employs 12 staff in total, all of whom hold a relevant childcare qualification. Several staff are working towards a higher qualification level 4 and Early Years Professional Status. The setting receives support from the local authority.

Helping children achieve well and enjoy what they do

The provision is good.

Nursery Education.

The quality of teaching and learning is good. Staff members are experienced and qualified and have a good understanding of the Foundation Stage curriculum. They are well supported by the Pre-school coordinator who takes the lead role in planning the nursery education curriculum for the company's three nursery provisions. Consequently, children are making good progress through the stepping stones towards the early learning goals. Staff liaise with parents to find out about what children can do when they first start and use this information effectively as a starting point on which to build on individual children's learning. Children's key workers have a good understanding of their individual stage of development and offer sufficient challenges to them. Staff use regular observations to assess children's progress. They record snap shot observations and complete more detailed written observations included in children's Foundation Stage profiles. The organisation of routines ensures that many are child-led, for example, children choose when to eat and drink and play outdoors. This promotes independence and is effective in supporting their decision making.

Children are happy in the nursery and confidently move around. They part from their parents/carers easily and are secure with the daily routines, many of which they decide when to do. They demonstrate a positive attitude to learning. For example, they are fully occupied in discussions about mixing orange juice with water. They pour their juice into cups and offer their opinions as to what will happen when they are put into the freezer and how the properties of water will change. Most children talk confidently, have good language skills and are able to make themselves understood. They listen well, for example, to the staff's instructions to make a straight line when the outdoor area is first opened after registration time. Children listen attentively in smaller groups at group time and in larger groups, for example, when listening to a story.

Children enjoy listening to stories very much and excitedly choose a favourite book from the story sacks. They join in enthusiastically to a familiar story, for example, 'Peace at last' joining in with the repetitive words, such as 'I can't stand this'. Most children choose to listen to another story rather than sing a selection of nursery rhymes. The book corner is inviting and arranged with children's comfort in mind whilst looking at books. Children are developing suitable early writing skills and have good opportunities to write spontaneously for different purposes. For example, children draw and write in the mark making area and at the easel outdoors. On occasions they write lists and make appointments in the role play area and use white boards and chalk boards with a different range of writing materials. Many children can form recognisable letters and some are able to write their own name recognisably. Staff support children in writing their name by using a high visibility pen for them to trace over or use dots to join up to make letters. Children are able to recognise their name as they put their coats on their peg and select their individual labelled water bottle. They are beginning to understand some phonic sounds and match these to words, for example, knowing the day is Wednesday and this begins with the letter 'w'.

Children are developing a good understanding of mathematical concepts. Most children can count confidently up to and over 10. Some children can count to 18 as they count the cups of juice to be frozen. Number is introduced informally, for example, children count the number

of children present at registration and sing number songs and rhymes, such as 'five little men in a flying saucer'. Staff introduce maths games, for example, a number matching game using circular rubber mats in the garden and children point and count independently to the numbered flowers displayed on the garden fence. Children begin to make simple calculations, for example, knowing that there is a limit to two or four children playing or sitting in certain areas. Children can recognise simple shapes, for example, they talk about banana and tomato slices as circles. They have opportunities to estimate using lengths, for example, they measure their tomato plants in the garden and compare their heights on the chart on the back of a door. They use language, such as being taller and smaller than their peers and calculate who is the tallest and smallest in the group.

Children have good opportunities to learn about their local environment and the wider world. For example, they visit the local library and beach and talk about the prominent features of their landscape, such as the light house. A visitor comes in to talk to the children about the life boat and the vital role it plays within the local community. There are positive images of culture and disability displayed throughout the nursery which helps to raise children's awareness of diversity. They learn about traditions and culture relating to themselves and others, for example, celebrating a wide range of multi-cultural festivals. Children are in the process of learning about Saint Swithun's day.

Children show interest in the natural world. They plant a range of seeds and plants which they tend and eat, for example, they are currently growing tomatoes. Children use technology confidently, for example, using the mouse and keyboard of a computer. They are able to perform simple functions and complete tasks, for example, as they follow educational computer games. They use familiar replica toys in the role play area, such as shop tills, telephones, a vacuum cleaner and a microwave oven. Children find out about the features of living things. For example, they look at books to learn about ladybirds and other insects. They occasionally see frogs in the sensory garden and honey bees in the bushes and respond with delight. However, they have limited opportunities to identify with living things through real life first-hand experiences.

Children have good opportunities to develop their fine and large motor skills. For example, they skilfully use a wide range of tools, such as paint brushes, scissors, sand and water wheels, funnels, rolling pins and cutters. They build and design using small construction but have fewer opportunities to spontaneously use larger equipment to develop their imagination. They peddle using a range of small tricycles and sit and ride vehicles, some seating up to three children at a time. Children enjoy playing outdoors and many choose to spend a good amount of their time in the garden. The garden is well planned to extend children's learning opportunities outdoors and the provision of a fixed canopy allows children to be protected from the elements, particularly the strong sunshine and light drizzle. Children share a well equipped sensory garden area with the children's centre, here they can climb and balance on a large selection of different height wooden activity trails. They experiment with outdoor sounds as they use their musical instruments to make noises on the wind chimes and metal bars. Children climb competently on the wooden activity trail and outdoor climbing frame and balance along beams and small bridges. They tend to herbs and strawberries growing in the herb garden.

Children have good opportunities to play creatively and spontaneously help themselves to the materials stored at low level. Some children are developing a good imagination, for example, acting out the role of a parent as they care for a baby and bake buns. Children have daily opportunities to sing songs and rhymes which they join in with enjoyment. They experiment with making their own music. For example, they fill up glass jars with coloured water and use

the beaters to tap on the side of the glass. They compare the different noises made with different levels of water.

Helping children make a positive contribution

The provision is good.

Partnership with parents and carers is good. Parents receive a detailed amount of written information which is of good quality. For example, they have access to the detailed policies and procedures and receive informative monthly newsletters. Information on the curriculum and planning is displayed on notice boards. The setting's glossy brochure and website includes information about the Foundation Stage and the areas of learning and what children will be learning about. The setting fosters children's spiritual, moral, social and cultural development well. Children learn about the importance of good citizenship through the effective use of discussions, reading books and acting out role play situations. Staff plan a broad range of opportunities and experiences that teach children about other cultures, religions and beliefs outside those of their own. For example, they have covered a wide range of topics including those pertaining to Christian, Hindu, Jewish, Sikh, Muslim, Chinese, Japanese and Buddhist beliefs. Children learn to take turns, share and respect each others differences. They behave well and are beginning to take responsibility for their own actions, for example, sitting down when listening to a story so their peers behind can see.

Children's development is shared with parents on a regular basis through a variety of methods. These include daily discussions, parents' evenings and sharing children's written Foundation Stage profiles. Parents are encouraged to take these home regularly and comment upon these. Additionally, parents are able to help support their children's learning in the setting by bringing things in from home that supports the topic or theme, for example, an item for a display or colour table. However, parents are less familiar with ways in which they can support their children's learning at home. Parents spoken with on inspection indicate their satisfaction with the setting and the progress their children are making in their early education. They commended the support offered to families by the staff and management.

Organisation

The organisation is good.

The leadership and management of the nursery education is good. The owner works closely with the manager, pre-school coordinator and local authority curriculum support staff to effectively monitor and evaluate the nursery education provision. Staff participate in annual staff performance reviews and appraisals are used to monitor staff development and self-evaluate practice. The setting is fully committed to the further improvement of all children's early education. For example, the setting has been working on increasing opportunities for children to develop good communication and listening skills and staff have attended further training in this area. Additionally, several staff are attending further professional training opportunities to increase their qualifications to level 4 and higher to Early Years Professional Status and demonstrate a positive commitment to continued learning.

All staff take an active part in the planning of the nursery education curriculum to help children develop. They attend additional Foundation Stage training and subsequent workshops and meet regularly at team meetings and room planning meetings. They work well together as a team and are deployed effectively within the nursery to offer children good support. There is a good balance of child and adult-led activities. The nursery is organised and resourced

effectively both indoors and outdoors, which ensures that staff spend the majority of their time constructively with the children. Children's assessment records are regularly updated by key workers, who monitor their achievements and development. These records link to all areas of learning for each child. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

there are no complaints

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

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):

- consider ways in which parents can be informed and involved in children's learning activities at home
- further develop opportunities for children to spontaneously construct using larger equipment to develop their imagination
- further develop children's real life experiences to learn about the feature of living things.

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