

Earlybird Day Nursery

Inspection report for early years provision

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| Unique Reference Number | EY357230 |
| Inspection date | 21 August 2008 |
| Inspector | Valerie Thomas |
| Setting Address | Creswell C of E Infant School, Elmtton Road, Creswell, WORKSOP, Nottinghamshire, S80 4JD |
| Telephone number | 01909 723 947 |
| E-mail | |
| Registered person | Gypsy Lane Day Nursery Ltd |
| Type of inspection | Childcare |
| 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

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.

WHAT SORT OF SETTING IS IT?

Earlybird Day Nursery was registered in 2007 and is managed by a workers' co-operative, Gypsy Lane Day Nursery Ltd. It operates from purpose built premises in Creswell Infant School, Creswell, Derbyshire and is part of the local Children's Centre. It comprises three main rooms, one of which is the school nursery class where children aged three and over are mostly cared for. All children have access to secure outdoor play areas. A maximum of 45 children may attend the nursery at any one time. The provision is open each weekday from 08.00 to 18.00 all year round.

There are currently 50 children aged from birth to under eight years on roll. The nursery supports a number of children who speak English as an additional language.

The nursery employs 13 members of staff. Of these, all hold relevant early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's dietary needs are met well and all individual needs are fully discussed and recorded with parents. There is a wide range of healthy and nutritional meals provided on a rota basis to ensure that children do not have the same meal if they only attend set days. Babies enjoy eating the grapes and raisins at snack time. At lunch time staff sit with the children eating their meals together which helps them to feel relaxed and encourages a very social time. Their understanding of healthy foods is developed by staff as children are currently growing tomatoes, lettuces, peas and beans in the outdoor play area. Staff also involve parents in healthy eating initiatives such as showing them how to make varied fruit smoothies and giving examples of how much fat some foods contain. This helps children and their families develop a positive attitude towards healthy eating.

Generally, there are suitable procedures implemented to help children develop a good understanding of maintaining their own personal hygiene. Older children wash their hands before they eat and after they go to the toilet and staff act as positive role models explaining to them that they are making their hands clean before they have their lunch. Babies always wash their hands before meal times. However, on occasions they share the same bowl of water with others which does not fully promote children's good health. Effective procedures for nappy changing, such as wearing protective clothing and cleaning surfaces between changes help to prevent the spread of infection.

Physical development is promoted very well and opportunities for children to be outside in the fresh air are very good. The nursery operates an indoor/outdoor play policy for older children with the doors to the outside area left open so that they can choose which area they want to play in. Babies have daily opportunities to play outside in their own play area. Children have lots of fun as they enthusiastically explore the outdoor area experimenting with the water and riding on bikes. Babies develop their mobility well as they pull themselves up on low furniture and crawl after the toys. In addition, children are taken for nature walks in the local area. This contributes to children having a positive approach to exercise and developing a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

There is good space within the setting for children to play with the toys and equipment. Rooms are bright, stimulating and child-friendly with many posters and children's paintings displayed in all areas. There are two outdoor play areas with safety surfaces fitted which ensure the different age groups of children can play out at the same time without impacting on their safety. The outdoor areas are extremely stimulating and organised very well to offer optimum opportunities for children to extend their learning in all areas. For example, there are small logs which children can easily move if they want to look for insects with the magnifying glasses. The range of toys and furniture for indoor and outdoor areas is very good. They are organised effectively to help create a very stimulating environment and allow children to make choices. Toys are stored in low storage boxes and on shelving units and the book areas are inviting to encourage children to sit and relax if they want to.

There are good processes in place to keep children safe. The systems for risk assessment are thorough and there are daily safety checks completed. There are clear procedures implemented

to ensure the safety of young children sleeping and there is good supervision by staff during indoor and outdoor play. Security for the nursery is very good. All doors have coded access and a record of all visitors is kept. Staff help children to learn about keeping themselves safe as they play. Babies learn that they should not climb on the table and older ones are reminded to be careful when playing on the bikes. There are effective procedures for outings which staff fully understand. Children wear fluorescent jackets and staff ensure that appropriate sun protection is worn at all times. Regular fire drills in the nursery help children to learn about the responsibility for keeping themselves safe.

Children's welfare is safeguarded through staff's clear knowledge of child protection procedures. They have a suitable understanding of signs and symptoms that may indicate abuse and are aware of the correct procedures for reporting any concerns. All relevant guidance and documents are in place to ensure staff follow the correct procedures and these are displayed for parents. This helps to protect children from harm and neglect.

Helping children achieve well and enjoy what they do

The provision is good.

Children experience a wide range of activities which contributes to their learning and development inside and outside the setting and ensures they enjoy their day. Their individual needs are met well and their welfare is promoted through staff providing good support. Children are happy and confident to explore the stimulating activities. Babies thoroughly enjoy exploring the frozen fruit moulds, tasting and using their fingers to hold them. They squeal with delight and screw their noses up sometimes when they don't like the taste but eagerly taste again. Staff talk to children as they play, introducing new concepts to them such as 'melting' and 'dripping'. Babies concentrate well as they experiment how to use the 'Aquadraw', making marks for the train to go along. They develop a sense of who they are as they point and vocalise at their reflection in the mirror when shown by staff. Opportunities for sensory play are very good with materials such as jelly, custard, and spaghetti planned for regularly and children can sit and explore the natural materials in the treasure basket.

Older children have lots of fun as they play outside. They are able to freely initiate their own play and staff's enthusiasm shows that their play is valued. They thoroughly enjoy jumping in the water and even though children get quite wet, staff allow them to continue resulting in the whole group becoming involved. Children concentrate well as they make models from a varied range of resources and enjoy individual attention as they sit and look at the photographs in the book area at the top of the grass bank. Story time for the group holds their interest well as they join in with the actions and words because of the staff's enthusiastic approach. For example, they pretend to stumble and trip as they go through the forest saying 'we're not scared'. Their language is continually encouraged and children join in well with songs and have lots of fun as they play the instruments. They learn about language for position as they shake them high and low and develop number skills as they shake them four and five times with encouragement from staff.

There is detailed planning in place for all children with clear learning intentions which reflects the 'Birth to three matters' framework and the Foundation Stage. It ensures all areas of learning are thoroughly covered and includes clear planning for outdoor play. Regular detailed observations as children play are completed which helps to show how they are progressing. However, the detailed information gathered is not used to plan the next steps for children's individual learning.

Children's independence is developed well. Babies are encouraged to feed themselves and develop their mobility while older children manage their self-care well when going to the bathroom and cutting up their food. The constant use of praise by staff develops children's confidence effectively. Children are chosen as a star person for the week and they receive lots of praise for their efforts with their pictures displayed throughout the nursery to show they are valued.

Helping children make a positive contribution

The provision is good.

There is a varied range of resources which portray positive images of culture, gender and disability. For example, there are jigsaws, books, dressing-up clothes and posters displayed in the nursery. This helps children to develop their understanding of diversity and the needs of others. To support children who have English as an additional language staff talk to parents to find out key words in their home language. They spend time listening and encouraging children to indicate what they want so that their needs are met. Currently, there are no children attending with learning difficulties and/or disabilities. However, there is a clear system in place to ensure good support is available to meet individual needs. There is an identified Special Educational Needs Coordinator who has a thorough understanding of the 'Code of Practice' and fully understands the importance of working in partnership with parents and external agencies if needed, to help ensure inclusion for all.

Behaviour is managed well within the setting. Staff set clear boundaries for children as they play. Children respond positively as they sit down when asked and wait for their name to be called to go and play. Good explanation is given to children when they are reminded that they should not take toys off each other when playing outside and as a result children play happily with their friends. Good manners are encouraged when children ask for a drink and they respond positively by saying 'yes please'. The use of praise is extensive and helps to build children's self-esteem well.

Positive relationships with parents are developed effectively. There is a detailed parent information pack informing parents of relevant policies and procedures with additional information and policies displayed in the main entrance. In addition, regular newsletters are sent home and there are books on childcare and a range of leaflets available providing advice for parents. There is a clear complaints procedure in place and a suggestions box present in the entrance to enable any concerns to be addressed. Children's needs are fully discussed and recorded with individual routines for babies and details of what stage of development children have reached when they first start, obtained from parents. Staff record details of how the child has been during the day and parents are able to take this information home. Interactions between staff and parents are very open and friendly. Consequently, this enables parents and staff to work together to meet the needs of the child.

Organisation

The organisation is good.

There is a detailed operational plan with a wide range of policies and procedures in place. Recruitment procedures are effective and ensure all staff are appropriately vetted with relevant checks completed. There are appropriate systems for the induction of new staff and their practice is monitored through regular appraisals. All required documentation is in place and all

records are stored securely to ensure confidentiality. Consequently, children's welfare is promoted.

There is a very good level of qualified staff who work with the children. There are clear training programmes for staff with many courses attended. For example, 'Behaviour Management', 'Equality and Inclusion' and 'Helping Children with Bereavement'. This helps to increase staff knowledge of childcare issues, contributing to the good quality care provided.

The setting is organised very well. The welcoming rooms and wide range of resources are extremely well-organised to encourage children's independence and enables them to make decisions about their play. Staff are very caring and attentive to children's needs, responding quickly to comfort any who are upset when they fall. Warm relationships are developed as staff engage in children's play and they extend their learning well through the wide range of planned activities. This results in children being confident learners and ensures they are happy in the setting. Overall, children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

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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):

- improve the hand washing facilities for babies
- use the information gathered from the detailed observations to plan for the next steps in children's play, learning and development.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk