

# Ashgrove Park Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	106898
<b>Inspection date</b>	10/12/2008
<b>Inspector</b>	Susan Esther Harvey
<b>Setting address</b>	60 Ashgrove Road, Ashley Down, Bristol, Avon, BS7 9LQ
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<b>Email</b>	
<b>Type of setting</b>	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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

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**

Ashgrove Park Day Nursery opened in 1991 and operates from a two storey house situated on the north side of the city of Bristol. The nursery is open each weekday from 08.15 until 17.45, all year round. All children share access to a secure enclosed outdoor play area. The nursery is accessed by two steps.

A maximum of 31 children may attend at any one time. There are currently 67 children on roll who are in the early years age group. The provider is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. Children come from a wide catchment area. The nursery can support children with learning difficulties and children who speak English as an additional language.

The nursery employs 11 staff. Of these, eight hold appropriate qualifications and work directly with the children, three other staff members also work with the children.

## **Overall effectiveness of the early years provision**

Children are cared for in a family environment within the nursery. Their individual needs are well met and staff recognise the uniqueness of each child and respond to their individuality. Children make good progress in their learning and development in all six areas of learning. The setting has a robust system in place in order to identify and maintain continuous improvement, and previous recommendations have been addressed. This results in a service that is responsive to the needs of its users. There is a strong partnership with parents and others in order to provide complete care and comfort for children.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure the outdoor environment offers children freedom to explore, use their senses, and be physically active and exuberant in their learning
- ensure all existing policies and procedures are up dated in order to bring them in line with the Early Years Foundation Stage framework

## **The leadership and management of the early years provision**

The management and staff have a good understanding of the Early Years Foundation Stage framework (EYFS). As a result, children are provided with resources and activities that increase their learning and life experiences. The commitment from staff and management to increase their professional development by regularly attending courses and training sessions, has a clear impact on children's learning. Children's progress is well assessed and evaluated by

using learning journals in which evidence, such as photographs and examples of their work are recorded. Staff provide a balance of child and adult initiated activities in their planning for the children's personalised learning, by using a range of opportunities. This includes bringing storytelling alive reading books, such as 'We're going on a bear hunt'. Children know the story by heart and are keen to take part in the actions, encouraged by enthusiastic staff.

The management and staff have identified areas for improvement using a detailed self-evaluation process. This includes involving children and staff in planning for continuous improvement, for example, how further to organise the outside in the garden space. The self-evaluation also gives management a chance to regularly evaluate their practice, which has an impact on how children's welfare, learning and development is effectively met. There is a robust system in place for the employment of suitably qualified staff, which ensures that children are safeguarded and protected from harm.

Children and babies are provided with activities that have an identified learning outcome. Care is taken by staff to ensure that there are a range of experiences. For example, babies relish the chance to be involved in warm water play, using jugs they pour the water into various containers, and float aquatic small world models, such as squids, octopus and colourful fish, in the water. Therefore, staff members' planning helps young children increase their hand and eye control as they splash and play in the water safely. Parents receive a warm welcome into the nursery where staff are friendly and approachable. An exchange of information takes place each day and parents are included in their children's learning at home. As a result, there is a good two-way flow of information between home and nursery, which is of benefit to the children and helps with their sense of security. Parents have access to policies and procedures, which are followed through in practice by staff and management and as a result, children are kept safe. However, these are in the process of being reviewed in order to bring all of them in line with the EYFS framework. Parents have the chance to see what their children have been doing during their time in the nursery, through the large collection of photographic evidence displayed in all areas of the setting. Informative notice boards enable parents to be kept up-to-date with the latest information. This includes, exclusion times for children who are taken ill at home. As a result, every effort is taken to prevent the spread of infection throughout the nursery.

## **The quality and standards of the early years provision**

Children are extremely happy and settled in the care of nursery staff. Babies are cared for in a comfortable room where they have the freedom to choose from a range of toys that are provided to enhance their development. They see their reflection in mirrors attached to the wall and this encourages a sense of themselves as individuals. Children in all areas of the setting move freely and confidently around the rooms. They thoroughly enjoy their time playing with staff and other children. This is demonstrated effectively as they independently choose which activities to enjoy and toys they wish to play with. For example, children make music spontaneously using ethnic instruments, such as large drums and

shakers, they sing heartily and follow instructions to stop and start again. Children are surrounded by small creatures in the nursery, such as a rabbit, goldfish and a hamster. Children take time to build a corral from large plastic blocks to contain Charlie the hamster while his cage is being cleaned, and laugh with excitement when he tries to climb out. Caring for small animals and understanding their eating habits enables children to learn about the natural world. Children benefit from wholesome cooked meals and snacks, which are cooked and prepared on the premises. They have good appetites and enjoy the meals, which are healthy and nutritious. Children sit down and eat together with staff members and are learning good social skills, such as waiting for all to finish before leaving the table, as well as using a knife and fork. Fresh drinking water is readily available to all children. Staff are proactive in enabling children to learn about the benefits of being out in the fresh air throughout the day. Children ride bikes and exercise using other forms of equipment, but have limited opportunity to regularly engage in purposeful activities out-of-doors. Children are learning good hygiene routines and developing their independence through the nursery staff's good practice and guidance. This includes children making sure they have clean hands after playing with the hamster, before and after meals and after playing in the garden.

All children are familiar with the routine of the nursery. Siblings have the chance to meet as part of the daily routine. They spend time together either in the garden, or at the beginning and end of the day. As a result, the family atmosphere is promoted and children feel secure in their environment. Extra support is well organised for children who have additional needs through experienced staff and the local authority advisor. Children's safety is well promoted and every effort is taken to protect children from harm. For example, stair gates are used to prevent children accessing the stairs unaccompanied. They are well aware of how to walk carefully down the steps in the garden and move around the well floodlit area as they play in the garden at the end of the day. The nursery is secure and children are protected from unexpected visitors, as access to the building is limited to the use of a security code.

Children are experiencing positive attitudes and skills for life. This includes learning to play together in harmony and work together as a team, taking turns and saying sorry with little prompting from staff members. Children learn about the wider world as they gently care for animals, meet with police officers who serve the community and learn about cultures and festivals in order to understand and celebrate the similarities and differences in a diverse society.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since the last inspection there have been no complaints made to Ofsted.

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.