

The Green Umbrella Day Nursery

Inspection report for early years provision

Unique reference number	EY301877
Inspection date	12/09/2008
Inspector	Timothy Butcher
Setting address	114a Milton Road, Weston-super-Mare, Avon, BS23 2UW
Telephone number	01934633021
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Type of setting	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

The Green Umbrella Nursery is a privately run nursery that opened in 2005. It operates from seven rooms in a converted, detached house in Weston-Super-Mare, North Somerset. A maximum of 49 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to large and secure grounds.

There are currently 128 children attending who are within the Early Years Foundation Stage (EYFS). This provision is also registered by Ofsted on the compulsory part of the Childcare Register.

Children come from the local area and attend for a variety of sessions. The nursery currently supports children with additional needs and children who speak English as an additional language.

The nursery employs 16 members of staff, of these 15 members of staff work directly with children. The manager and 12 staff have appropriate early years qualifications at level 3 or above. Another two members of staff are working towards a qualification at level 3 and level 2 respectively. The setting receives support from the Local Authority.

Overall effectiveness of the early years provision

Overall the quality of care of children is good and they make at least satisfactory progress in their learning and some children make good progress. All children enjoy their time in the setting because there is a strong focus on the provision of activities that are of interest to them and because they are supported by a well qualified and skilled staff team who know individual children well and how to support their developmental progress. New systems to implement the Early Years Foundation Stage are in place and staff are becoming increasingly familiar with the planning and recording documentation.

The health and safety of children is strongly promoted because the setting gives due regard to the general welfare requirements and there are secure systems in place to identify and address risk of accidental injury to children.

There are effective links with parents and carers that lead to good exchanges of information particularly in regard to the care management of individual children. Information about children's developmental progress is also shared but written documentation is incomplete.

Those in charge have a clear understanding of the overall strengths and weaknesses of the provision and have in place plans of action to address identified weaknesses.

What steps need to be taken to improve provision further?

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

- improve staff knowledge and understanding of planning for children's next steps in development
- provide clearer information to parents about their child's achievements and progress

The leadership and management of the early years provision

The leadership and management of the provision is good. There is a strong commitment to securing improvements in the provision of care and learning to maximise children's progress. The registered person, the manager and staff have set clear priorities that have been successful in achieving improvements for children, for example, changes to room layouts has improved the learning environment for children and provide better access to resources. Information about identified improvements in planning and recording of children's next steps has been disseminated through team meetings, staff have attended training courses and the setting has sought help from the local authority. New systems are in place. Recent re-evaluation processes have identified that further improvements in consistency are needed and additional training and discussion with staff is planned. The setting has a good capacity to maintain continuous improvement.

Written policies and procedures are in place that meet the general welfare requirements of the Early Years Foundation Stage and these are regularly updated and shared with staff to provide for the safe and efficient management of the setting. There is a robust system to check the suitability of staff and as a result children are safeguarded. A comprehensive written risk assessment is in place and potential risks to children are managed well. A comprehensive quality audit is carried out regularly to ensure that the environment is maintained to a high standard of hygiene and safety.

Partnerships with parents and carers are well established. Day to day information about care and health issues are routinely shared with parents and carers and children are cared for well. Initial processes support parents to share information about the care of their child when the child first attends however, information about development is less well sought out and as a result it is more difficult to build on what children already know as a starting point. Parents and carers have suitable opportunities to learn about the progress that their children make through informal discussion and through parents evenings. Each child's learning profile is made readily available to their parents but does not show clearly traceable progress as some profiles are incomplete and lack sufficient information about children's next steps in development.

The setting liaises with external agencies or services to ensure the all round or additional needs of children are met. Staff have a good knowledge of each child's background and treat each child with respect. They have a clear understanding of the uniqueness of each child.

The quality and standards of the early years provision

Children are securely safeguarded and their welfare is strongly promoted. Children have a safe and secure environment in which to play as access to the provision is closely monitored and a thorough regime to address potential risks to children is well managed. Children are strongly protected from the possible spread of infection through well organised routines such as hand washing. Staff effectively support children to develop good personal and self-care skills and they are on hand to provide suitable supervision and guidance. The robust quality control system in place ensures all areas of the building are clean and kept tidy. Staff provide clear guidance about potential hazards to children and as a result they learn about keeping themselves and others safe. The whole of the premises is child-friendly.

Overall staff have a good understanding and knowledge of how children learn and support children well so that all children make at least satisfactory progress and some make good progress. Children have positive attitudes to learning because they follow a host of activities that they find of interest. Observation, assessment and planning processes clearly identify what is of interest to children and from these future activities are planned that cover each area of learning within the Early Years Foundation Stage. Children are happy well engaged and enjoy their play. They enjoy good relationships with the staff and respond well to them.

Although observations of what each child can do are regularly recorded in their learning profile, a weakness exists in the planning process as children's next steps in development are not always identified. The planning that builds on what children already know is partially flawed and so children's learning is less well planned for and as a result their learning is not always maximised.

The staff interact well with children and in practice they often support and extend children's learning well. During a creative painting activity a member of staff adapts the activity well to meet the differing abilities of the three children present so that they each explore at their own level.

A well organised learning environment in each of the children's rooms is thoughtfully set out to provide easy access to a good range of equipment and materials. Children exercise choice and as a result gain in independence and confidence. Children are confident learners. They have fun singing songs and concentrate well to hold a rhythm with musical instruments. They learn that print carries meaning as they look at the song book to choose a song. They are encouraged to count as they sing and the most able are encouraged to count further. Staff use unfinished sentences and open ended questions well and sensitively support children to extend their learning with plenty of praise.

A good balance between child-initiated and adult-led activities is achieved. Children are regularly encouraged to take their learning outside for example children enthusiastically look for snails and slugs in the garden. They count the few they see and show curiosity as they explore where others might be hiding.

Sound relationships with parents enable the sharing of information to help children succeed. However, information about their starting points has a focus on care with less information gained about children's development.

Annex A: record of inspection judgements

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

Overall effectiveness

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

Leadership and management

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

Quality and standards

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

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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory 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

There have been no complaints made to Ofsted since the last inspection.

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.