

Alice Park Nursery

Inspection report for early years provision

Unique reference number EY363070
Inspection date 18/02/2009
Inspector Elaine Douglas

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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

Alice Park Nursery is one of two privately owned nurseries. It opened in 2008 and operates from a converted house set in the grounds of Alice Park, Bath. Children have access to one ground and two first floor playrooms, as well as a conservatory which leads to a secure enclosed outdoor play area. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 20 children may attend the nursery at any one time. There are currently 24 children aged from one to five years on roll. Children attend for a minimum of three days a week. The nursery currently supports children with English as an additional language.

There are six members of staff, five of whom hold a level 3 early years qualification and one member of staff is working towards a level 3 qualification. The setting provides funded early education for three and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's safety is given the highest priority and staff provide good quality interaction to challenge and support their development. They welcome children from different backgrounds and work closely with parents to ensure children's individual needs are met. This is a strength of the setting which ensures no one child or group are disadvantaged. The nursery provides a welcoming environment and through regular reflection the setting has a positive attitude to continuous improvement, ensuring good outcomes for children. This ensures children make good progress considering their starting points, age and abilities.

What steps need to be taken to improve provision further?

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

- ensure the hand washing procedures always promote good practice and protect children from cross contamination
- monitor the new assessment system to ensure the next steps for learning are consistently identified for all children and include their parent's contributions, so that children make as much progress as they can

The leadership and management of the early years provision

The manager and staff team have a positive attitude to evaluating the provision, which enables them to identify ongoing improvements. All staff are involved in the self-evaluation which ensures a shared commitment to providing good outcomes for children. Staff talk competently about how they promote inclusion and work in

partnership with parents to meet children's individual needs. Good relationships are developed with parents to ensure they are well informed of their child's achievements. They provide very good information to enable staff to safeguard their children, and know the children's starting points for their learning and development. Through regular verbal communication parents exchange information with staff. However, their ongoing contributions are not recorded in the assessments. Staff provide good, calm role models and effectively manage children's behaviour through positive reinforcement.

Excellent procedures are implemented on a daily basis to safeguard children. A record of visitors and vigilant supervision of the children, both on and off the premises, ensure they remain safe. Robust recruitment and induction procedures ensure only suitable personnel are employed, and that staff are clear about their roles and responsibilities. Thorough risk assessments are carried out and appropriate equipment installed. Extensive policies and procedures provide a working document for staff and information for parents. These include the procedures to follow should they wish to make a complaint. The good deployment of staff and organisation of the premises ensures an inclusive provision, where children's welfare and development are promoted successfully.

The quality and standards of the early years provision

Children build good relationships with each other and with the staff, and their differences are valued, this builds their self-esteem and promotes a harmonious environment. Most staff are skilful at asking good open ended questions and engaging children in conversation. They ensure that children who speak English as an additional language are always included. Consequently, children are confident communicators and regularly ask questions and make suggestions. For example, during a story children ask why the baby is crying, then suggest it may be hungry or want its mummy. Children are able to select some resources which are stored at low level and are given good opportunities to choose from others, this encourages them to gain a good disposition for learning. For example, children ask for the Duplo and display great excitement as they play with their creations. Children learn about the wider world through their play and activities. For example, they look at books about foods from different cultures, and later in the park they pretend to fly to Italy to have a Pizza and India to have Curry. Resources provide positive images which reflect the backgrounds of the children attending, this enables them to affirm and acknowledge their sense of self and belonging.

All children have good opportunities to use the whole environment, including the park. They learn to dress appropriately for the weather to enjoy the outdoors all year. They grow their own produce in the garden, then cook and eat it. This helps to promote their awareness of healthy eating. Older children independently wash their hands after using the toilet and before eating. However, younger children occasionally do not wash their hands after using the potty. Although they wash their hands before lunch, some climb down two steps to the dining room, putting their hands on the floor before eating, so are not protected from cross contamination. A sports coach and gardener attend the setting every week to support children's physical development, and their knowledge and understanding

of the world. Effective planning ensures good opportunities for both adult led and child initiated activities, covering all the early learning goals. Staff make regular observations of the children's achievements and are beginning to implement the new system of planning for their individual next stages of learning. However, this is currently not consistent for all children. Children develop an excellent understanding of keeping themselves safe. They regularly practise the emergency evacuation procedures and understand that some rules are in place to keep them safe. They wear fluorescent jackets when out in the park and suggest using the path when the grass is too slippery.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
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?	1
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

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 registration.

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.