

Markfield Day Nursery

Inspection report for early years provision

Unique reference number	223241
Inspection date	03/10/2008
Inspector	Patricia Bowler
Setting address	220 Leicester Road, Markfield, Leicestershire, LE67 9RF
Telephone number	01530 249789
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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

Markfield Day Nursery opened in 1999. It operates from six rooms in a purpose built building in Markfield, Leicestershire. There is a fully enclosed area for outdoor play. The nursery is open each weekday from 07.30 to 18.00, all year round. The nursery is registered to care for a maximum of 68 children on the Early Years Register and is also on the compulsory part of the Childcare Register and the Voluntary Care Register. There are currently 89 children on roll including 45 children who receive funding for early years education. The nursery supports a number of children who speak English as an additional language and also supports a number of children with learning difficulties and disabilities. The nursery employs 26 members of staff. Of these, 15 hold an early education qualification and two staff are working towards a qualification.

Overall effectiveness of the early years provision

The nursery operates satisfactorily to provide for children in the Early Years Foundation Stage. Children are treated as individuals because staff work closely with parents and other professionals to ensure their care needs are met. Generally, hygiene practice is maintained appropriately to promote children's health and welfare. Children are protected by staff who are vigilant about their safety both inside the nursery and outdoors.

The nursery is organised so children are cared for in age and developmentally appropriate age groups, but qualification levels are not maintained in all areas. Children receive satisfactory levels of care from a staff group who use self-evaluation and review processes to monitor and identify improvements to aid their working practice. Although planning covers all areas of learning for older children, staff caring for younger children are not fully aware of the Early Years Foundation stage and the system for observing, recording and assessing children's learning and development is still evolving to effectively monitor their progress and plan for their next steps in learning.

What steps need to be taken to improve provision further?

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

- ensure all staff follow guidelines and procedures in line with Health and Safety legislation, (hygiene requirements) and ensure systems to encourage children to learn about personal hygiene through daily routines are maintained at all times
- develop all staff knowledge and understanding of the learning and development requirements to ensure all children experience a range of balanced adult-led and child initiated activities in all areas of learning, which are well resourced, to meet their needs. Increase opportunities for older and more able children to extend their skills to provide sufficient challenge to reach their full potential
- further develop current observation records to establish assessments of

individual children's development. Develop systems to include parents in contributing to children's assessment to establish what they can already do to inform the planning for their next steps in learning

- improve the systems to evaluate activities to ascertain if children have learnt what was intended and use this to tailor future planning.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that all supervisors hold a full and relevant Level 3 qualification.

31/10/2008

The leadership and management of the early years provision

Children's welfare, care and safety are promoted through effective safeguarding policies, including robust recruitment and employment procedures to ensure children are cared for by suitable and qualified staff. Vigilant vetting procedures and probationary periods maintain children's safety. Most staff hold appropriate qualifications and staff appraisals are used effectively to recognise areas for training, development and suitability for more responsible positions. However, this means that supervisors, although experienced, do not all hold a level three qualification.

Well documented policies and procedures are established and are regularly reviewed. Although most work effectively in practice, some hygiene routines are not always adhered to by staff to maintain children's health and welfare. However, robust procedures for the administration of medicine and accident records provide parents with duplicate copies of records so they are fully informed at all times.

A self-evaluation process is established and a proactive approach identifies areas of improvement, including developments to promote learning opportunities in the outdoor play area. New systems to monitor and record children's learning and development have been identified for improvement and the nursery are working with other professionals to achieve this as current systems do not accurately record relevant information. Recommendations from the last inspection have not been fully implemented with some issues raised again from this inspection.

The nursery works well with parents who receive good information about the setting. There are good communication systems which allow parents to share relevant details about children's care needs. However, parents do not have the opportunity to contribute any information regarding children's learning and development to assist in planning for their progress and next steps in learning.

Informative notice boards within rooms alert parents to pertinent information and forthcoming events. They meet regularly with staff and key persons to update information and a newly established leaflet provides valuable information about key person roles and how these work in practice to discuss children's progress and how they can support their children within the home. The nursery works well with

other professionals and settings that children attend to maintain links throughout the Early Years Foundation Stage.

The quality and standards of the early years provision

Children's welfare, learning and development are satisfactorily promoted. They are cared for in a colourful environment with displays, photos and posters promoting learning and awareness of the world around them. An evolving display incorporates knowledge and awareness of body parts and the effects of healthy foods and exercise to promote children's growth.

Staff develop warm and caring interaction with babies and young children as they play at floor level, encouraging early skills in hand-eye coordination, crawling and walking with a wide range of toys and resources. All areas of the nursery are arranged with floor and table activities appropriate to the age of the children in each room. However, some activities such as threading are not sufficiently resourced for the number of children accessing them and experiences including clay modelling are limited due to a lack of tools being provided to enhance the tactile opportunities provided.

Toys and resources are stored within easy reach, at child height, to promote independent choice and child-led opportunities. Children develop confidence and self-esteem as they make active choices about their play. However, this can, at times, create clutter on carpet areas as they scatter resources and are not supported in either engaging in meaningful play or tidying away before accessing alternative resources.

Children enjoy stories individually as they share books with adults. All rooms are well resourced with a good range of age appropriate books that interest and entice the children to use and handle them well. Children are learning to use the computer with knowledge and skill. They learn about other cultures and lifestyles through interesting activities. Children listen intently to a staff member who explains the end of Ramadan during a creative activity to make celebration cards for Eid as they celebrate significant events in the lives of others and recognise differences.

Staff set good examples and demonstrate positive role models for the children by showing care, concern and interest in others. However, they miss spontaneous opportunities such as meal times to eat with children to help them develop two handed skills with knives and forks and pour their own drinks. Personal hygiene routines are not always efficiently supervised to ensure all children wash their hands before meals, aprons are used for all changing situations and potties are emptied to minimise the risk of cross-infection.

A well-resourced, secure outside play area leads directly from the conservatory rooms, enabling children to enjoy free flow indoor and outdoor play, which is carefully managed and supervised by staff. The recent addition of a Summer House, used for activities, has enhanced opportunities during inclement weather to continue outdoor experiences. Children have enjoyed planting, tending and eating produce grown in large pots and speak enthusiastically about the tomatoes and other

produce they have grown and consumed. They ride a range of wheeled toys, gaining skills in pedalling and steering, throw and catch balls and join eagerly in ring games and action songs.

Children are supported as they progress through the nursery into next rooms with graduated visits accompanied by familiar staff to aid settling. Staff know children well through 'All about me' books which are completed by room staff and follow children. They include observations of children's achievements but spasmodic entries do not always support their overall development and progress, give clear indications of development levels or identify their next steps in learning.

Some staff are not fully aware or understand the Early Years Foundation stage which means it is not implemented consistently to all children. Planning is not used to cover the early learning goals in all areas or followed by all staff, for example, those covering for staff absences and does not always provide sufficient challenge for older and more able children. Systems, to be certain that children's progress is recorded, are evolving and have yet to be established to ensure individual developmental stages are recorded to inform and identify children's next steps in learning. Parents are not routinely asked to contribute about their child's learning and abilities which means that this important information is not always available to be used to inform planning.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

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

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.