

Tangent House Day Nursery

Inspection report for early years provision

Unique reference number EY267618
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Inspector Patricia King

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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

Tangent House Day Nursery opened in 2003 and is a privately owned setting serving the local community and surrounding areas. A maximum of 70 children may attend the setting at any one time. The nursery is open five days a week all year round from 07:30 to 18:30. All children have access to fully enclosed outdoor play areas. The provision is also registered on the compulsory and voluntary parts of the Childcare Register.

There are currently 78 children aged under five years on roll. The nursery employs 16 members of staff who work directly with the children. Of these, 14 staff members hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall, the nursery provides effectively for children in the Early Years Foundation Stage. A comprehensive range of policies and procedures is in place and staff demonstrate secure understanding of how to use these effectively. Good relationships and communications are established with the children, parents and others which promotes a close working partnership to meet children's individual care needs. Staff are developing more effective records of their observations and using parents' knowledge of what their children can do to inform planning for children's next steps. The nursery successfully uses a variety of monitoring and evaluation systems to recognise strengths, identify weaknesses and ensure their provision is continually improving.

What steps need to be taken to improve provision further?

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

- improve the use of spontaneous opportunities and daily routines to promote children's learning with regard to effective personal hygiene routines and understanding what is right and what is wrong
- improve staff's use of current assessment systems in order to use the information gathered more effectively to inform planning for the next steps in individual children's learning
- ensure that parents have the opportunity to be a part of their child's learning by contributing to an assessment of their learning and abilities to establish what children can already do and inform planning for what they need to do next

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

21/10/2008

The leadership and management of the early years provision

Robust recruitment and vetting procedures are in place to ensure that all staff are suitable to work with children and are fully aware that any changes to their suitability must be declared. The vast majority of staff hold appropriate qualifications, however, not all supervisors hold a level three qualification, although all are experienced. Staff appraisals are used effectively to recognise areas for training and development.

All required policies and procedures are in place and regularly reviewed to ensure they are effective. Staff are required to keep up to date with any changes and demonstrate their understanding of the operational procedures for the safe and efficient management of the setting. Staff also demonstrate good understanding of their responsibilities with regard to safeguarding children and describe clearly how to take appropriate action to report any concerns they have. Written risk assessments are detailed, regularly reviewed and have regard for the accident records which means that potential dangers to children are minimised.

The management has established efficient systems to monitor and evaluate the effectiveness of the service. These include a full audit of the setting in preparation for the implementation of the Early Years Foundation Stage, staff completing spot effectiveness assessments and contributions from parents and professional advisers. The setting has taken action upon the recommendations made at the last inspection and recommendations have been made to secure further improvement.

Good working relationships are in place with parents who receive a range of helpful information about the setting. Useful systems are in place to ensure parents are kept informed of their children's routines and progress, for example, daily diaries are used for children under three and staff are available for daily discussion with all parents. Parents report that their views and requests are respected and any concerns they may have are taken seriously. The nursery has also taken steps to liaise with other settings that children attend or move on to so they can work together to deliver an effective and coordinated service.

The quality and standards of the early years provision

Children's welfare, learning and development are well promoted. Staff are developing a good understanding of the Early Years Foundation Stage and plan interesting and challenging activities to support children's learning. They have created a colourful and stimulating environment with displays, photos and posters promoting learning and awareness of the world around them. All areas of the nursery are thoughtfully arranged with appropriate activities. Additional resources are kept at child height to promote independent choice. This creates an environment where children develop a sense of belonging and are encouraged to learn new skills.

Most children have confidence to select and carry out activities independently as well as together. For example, they used the soapy water provided to wash their

dolls to set up a car washing activity and fetched and carried the water and sponges for their task. Children are learning to use a good variety of tools and materials with skill and imagination. They investigate objects and materials by using all of their senses, for example, they enthusiastically explored the soil with torches and magnifying glasses using photos and pictures to identify beetles, worms and millipedes. They are learning about other cultures and lifestyles through an informed and interesting range of activities. For example, celebrating significant events in the lives of others and recognising differences such as diet and dress.

Staff act as positive role models by showing care, concern and interest in others. They take care to comfort and support new or unsettled children establishing good relationships with them and their parents to promote their learning and well-being. However, they do not consistently use spontaneous opportunities and daily routines to help children learn. For example, personal hygiene routines are not always efficiently supervised and unacceptable behaviour sometimes disrupts children's involvement and enjoyment because this is not always challenged speedily. This means that valuable learning opportunities are missed and children's health and safety is potentially compromised. Staff are skilful at recognising children's developing needs and interest to promote their learning in different ways. For example, the exploration of the soil for creatures stemmed from children's interest in the sudden influx of butterflies and insects in the outdoor area.

Planning covers all areas of learning and systems are in place to ensure that children's progress is recorded and learning is secure. However, not all rooms are using this information effectively to plan for the next steps in children's learning. Parents are kept fully informed of their child's progress and learning by discussion and written records. Daily diary sheets ensure that parents of babies and young children are kept up to date with daily routines and events such as food and drink intake, sleep times and nappy changes. This means that parents receive good information from the nursery about their child, however, they are not routinely asked to contribute to an initial assessment of their child's learning and abilities which means that this important information is not always available 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?	2
How well does the provision promote inclusive practice?	2
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?	2

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?	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

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 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.