

Early Birds - Carter Lane Neighbourhood Nursery

Inspection report for early years provision

Unique reference number	EY283029
Inspection date	17/09/2008
Inspector	Susan Riley / Tina Garner

Setting address	Carter Lane, Shirebrook, Derbyshire, NG20 8PE
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Type of setting	Childcare on non-domestic premises
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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

Early Birds Day Nursery registered as a neighbourhood nursery in 2004. It operates from Carter Lane Community Centre in Shirebrook Derbyshire. A maximum of 83 children under eight years may attend the nursery at any one time.

The nursery currently has 76 children attending who are within the Early Years Foundation Stage (EYFS). The provision also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary childcare register. Children who attend the nursery are mainly from the council ward area that the nursery is located in. Children in the nursery are cared for in four group rooms depending on their age and developmental stage. After school children are cared for in the hall. There is an enclosed area for outdoor play. There are 17 children that attend three of the local primary schools.

The nursery is open from 08:00 to 18:00 Monday to Friday throughout the year, closing for bank holidays and the Christmas period. Full and part-time places are offered. The nursery employs 13 members of staff that work with the children. All of these, hold appropriate early years qualifications. Additional domestic staff are employed to support the setting. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Early Birds Nursery makes good provision for children in the Early Years Foundation Stage. Staff create a very welcoming, homely and comfortable atmosphere in which all children are equally well cared for and have many opportunities to succeed. They provide a curriculum which takes account of, and responds to, the children's developmental needs and their interests, which allows them to make progress related to their differing abilities. Staff promote inclusion exceptionally throughout the whole nursery. Children with English as an additional language receive an excellent service. The partnership with parents is a key strength of the setting and ensures that they are involved in their children's care and learning. The nursery manager and staff are very well aware of the strengths and weaknesses of the provision and meet regularly to evaluate and improve the service provided by the nursery. Consequently they have made good improvements since the last inspection.

What steps need to be taken to improve provision further?

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

- ensure a risk assessment is carried out for each type of outing for children
- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs, with reference to outdoor play and for the children aged two to three years.

The leadership and management of the early years provision

There are good systems in place to ensure all the required policies and procedures are in place for the safe and efficient provision of the Early Years Foundation Stage. The nursery is well organised with all documents and has an efficient approach to maintaining all documentation. Children are well cared for by appropriately qualified staff. The whole staff team are very committed to the improvement of the service and to the care and learning of the children. They continue to access ongoing training and this helps to ensure all children's individual needs are met. All staff are vetted and the nursery has a thorough recruitment process in place. There is a suitable staff appraisal process for all staff during which any training needs are identified.

Good monitoring systems are used and through recently completing a very thorough and detailed self-evaluation process, they now undertake observations of all staff and their practices. This ensures that the staff are providing high quality care and education. The outcome from the self-evaluation is that the staff have drawn up a development plan. Risk assessments are used effectively to identify and minimise risks to children. However, they do not currently risk assess each type of outing that the children undertake. Thus, not fully protecting the children. All recommendations made at the last inspection have been fully implemented and demonstrate the nursery's commitment to improving its service to all children.

Inclusive practice is very well promoted, in that all children have their welfare needs met and achieve as well as they can regardless of background. The staff work very closely with the parents of children with English as an additional language and have displays and information in dual languages. There are good effective links with parents and other agencies to promote the care and learning for each child. Information about the children's needs and progress flows well between home and nursery.

The quality and standards of the early years provision

Children enjoy themselves at the nursery and they make good progress in all areas of their learning and development because staff have a clear understanding of their interests and abilities and use this information appropriately. Staff plan the indoor environment to offer a wide range of activities that engage most children and allow them to initiate and extend their own learning. However, within the toddler area the children are not effectively challenged. For example, one activity for the children is four jigsaws which the children competently complete, they do not have free access to other jigsaws to challenge them further. Outdoor play is encouraged daily for all children. However, children's learning is not effective in this area as all the children play together at the same time and the staff monitor the activities and children. A strong emphasis is placed on children's personal, social and emotional development and as a result they become independent, confident learners. They develop a range of skills such as being able to work cooperatively with others, to share resources and to persevere with difficult tasks. The older children play cooperatively together

and have definite friendship groups in place. Younger children's independence is promoted as they are encouraged to feed themselves. The staff offer lots of praise which in turn raises children's self-esteem.

The staff plan for an effective learning environment for the children in their care. Each child is observed and staff plan and implement their next steps to help them to achieve to their full potential and reach all goals within the curriculum. Detailed assessments are in place and these build up a picture of the child. Parents are encouraged to contribute to the assessments and complete their own observations forms of what their children do at home. The nursery has an effective special needs co-ordinator (SENCO). Her work enhances the inclusion policy of the nursery. It ensures learning difficulties are identified early and that individual children get the support they need to make progress. They also work closely with outside agencies to further support the children.

Children's welfare is enhanced because staff ensure that their individual needs are met. Babies sleep when they are ready and according to their parents' wishes. The menus provide children with a wide range of healthy foods and meals are prepared on the premises using fresh ingredients wherever possible and take account of children's dietary needs. Children help themselves to water as they become thirsty. This promotes their independence. Staff work closely with children to help them understand the importance of healthy practises and explain the need for routines, such as hand washing. Children develop awareness of safety and learn to be considerate of others.

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?	Outstanding
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?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
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?	Good
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

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.