

Charnwood Day Nursery

Inspection report for early years provision

Unique reference number EY301377
Inspection date 29/10/2008
Inspector Alison Edwards

Setting address 120 Charnwood Road, Shepshed, Loughborough,
Leicestershire, LE12 9NP

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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).

Description of the setting

Charnwood Day Nursery is a privately owned provision which operates from a converted two-storey house near the centre of Shepshed in the Charnwood district of Leicestershire. The nursery is registered on the Early Years Register to care for a maximum of 45 children from birth to the end of the early years age range. There are currently 59 children on roll. The nursery opens five days a week from 07:30 to 18:00. Children attend a variety of sessions. Children from the nursery move on to a number of schools within the local area. The nursery works with several local agencies to support children's inclusion.

Babies and toddlers are based in three playrooms with associated toileting facilities on the ground floor of the premises, the entrance to which is accessed by a single step. Office, kitchen and staff facilities are also provided on this floor. Pre-school children are based in a first floor playroom with adjacent toilet facilities. There is an enclosed outdoor area for outside play.

Including the manager, there are 12 regular childcare staff, nine of whom hold recognised qualifications at Level 3 or above, and one of whom holds a Level 2 qualification.

Overall effectiveness of the early years provision

Children are helped to feel secure and valued because staff know them well, and recognise and value their individuality. Consequently, this helps children to confidently enjoy their play and learning. They develop recognition and respect for different cultures and lifestyles through frequent use of books and playthings reflecting positive images of diversity. The nursery has generally taken effective steps to address recommendations from its previous inspection, resulting in good arrangements to plan and provide for children's development and learning. Managers have a clear view of priorities for future improvement, and show a commitment to developing staff and parental involvement in continuing evaluation of the nursery's practice

What steps need to be taken to improve provision further?

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

- develop staff awareness of how to implement the safeguarding children policy with particular regard to the procedures to be taken in the event of any allegation against staff
- further develop arrangements to involve and share information with parents to assess individual children's developmental stage and to identify the next steps in their learning
- improve ongoing arrangements to ensure that play materials and resources, such as books and sand, are consistently well-presented to promote children's sustained, purposeful and independent use.

The leadership and management of the early years provision

Systematic recruitment and induction procedures are well-established, and are reviewed in line with current national guidance in order to ascertain staff's suitability to work with children. Good adult:child ratios, and a good proportion of qualified staff help to ensure that children receive consistently high standards of care and attention. Managers and staff generally make effective use of comprehensive and readily-accessible policies and procedures to underpin arrangements for children's welfare

Parents receive helpful information about arrangements for their children's care and learning through a concise prospectus, frequent newsletters, and well-captioned displays. Staff and parents share information about events and experiences in children's lives on a daily basis. Developmental records are accessible on request, and there are parents' evenings and written reports at least annually. However, the nursery has not yet established fully effective ways of sharing on-going information with parents about the next steps in their children's development and learning. The nursery is familiar with the value of close liaison with other agencies, such as Children's Services, or health professionals such as speech therapists, to support children's individual identified needs.

Staff and managers show commitment to on-going professional development through use of regular appraisals and participation in continuing training programmes. Managers take account of parental views of the provision through informal discussion, suggestion boxes and annual surveys. They encourage staff to participate in continuing review of their own practice through regular staff meeting discussion and audits of their individual rooms. This results in managers having a good overview of the priorities for future development.

The quality and standards of the early years provision

Children's health is extremely well promoted across the nursery. Children across the age range consistently implement healthy practices, for example when young toddlers independently and thoroughly wash their hands before eating, and when older children talk about making their teeth smooth and clean when they brush them after meals. Staff are extremely careful to ensure they know how to manage any specific health or dietary needs, such as the use of inhalers, in children's best interests. They are consistently sensitive to children's care needs, for example when settling babies to sleep with their preferred comforters, or when gently reassuring a toddler who has woken suddenly from a nap. Staff make very good use of mealtimes to help children develop their dexterity and coordination, by encouraging children to handle finger foods and appropriate sized cutlery from an early age. Children are enthusiastic in their enjoyment of appetising meals based on organic ingredients, for example as toddlers very competently use serving spoons to help themselves to second helpings of vegetable-rich pasta bolognese from cool-touch serving dishes.

There are effective arrangements to encourage children of all ages to safely develop

their independence. For example, young babies show confident pleasure as they crawl into, and pull themselves up against, sturdy low storage units. Older children confidently show adult visitors how to use the hand rail on the stairs en route to outdoor play. Children develop good awareness of wider safety issues, for example when older children learn from fire officers how to 'drop and crawl' in the event of a fire, or how to make a '999' call to summon help. There are comprehensive policies to underpin children's safety. However, staff occasionally lack confidence in their knowledge of the exact procedures to be followed, for example in the event of any child protection allegation against staff.

Staff make good use of their observations of children's abilities and interests to plan a wide range of stimulating experiences to support children's progress and development. For example, staff caring for babies plan the use of floor mats, toys and adult interaction to help a baby work out how to roll over without getting stuck. Staff who observe an older child's sustained interest in toy trains plan the use of relevant books, and activities such as creating rail layouts, in order to build his awareness of literacy and of shape and space. Outdoor play space is used well to extend children's learning across all areas of development, for example to explore how saucepans of different sizes sound when tapped or scraped, or to follow the processes of growth as they plant, harvest and eat different vegetables. However, indoor play resources such as sand or books are occasionally not best-presented to fully promote sustained, purposeful play.

Children are valued as individuals. For example, staff learn a few words of a child's home language to greet them, or encourage toddlers' interest in individual books of captioned photographs of significant people and objects in their lives. From an early age, children develop good habits to support their future development and learning. For example, babies experiment by tapping and twisting electronic toys to create sounds or lights, and use all their senses to explore the natural and man-made objects in a 'treasure basket'. Children show good social skills, for example as pre-school children independently use a sand-timer to give themselves fair turns when using a computer. They are actively encouraged to think about ways to show care and concern for other people and their surroundings, for example as pre-school children are involved in drawing up simple rules to keep everyone safe and happy.

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?	1
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 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 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.