

Pretty Windows Day Nursery

Inspection report for early years provision

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254634

Inspection date

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Inspector

Susan Riley

Setting address

9-10 Avenue A, Gedling Street, Sneinton Market Square,
Nottingham, NG1 1DS

Telephone number

0115 9881429

Email

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 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

Pretty Windows Day Nursery is situated in the Sneinton area of Nottingham City. It is a short distance from the town facilities and main bus routes into the city centre. The nursery has been registered since 1997. The premises are based on the ground and first floors. The outside play area is safely enclosed, and houses a selection of play equipment. A maximum of 75 children aged from six weeks to five years may attend the setting at any one time. There are currently 83 children attending who are within the Early Years Foundation Stage (EYFS). The provision also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The children are grouped according to ages and divided between five rooms; a baby unit, toddler rooms and nursery rooms for older children. Children come from the local and wider communities. The nursery is open each weekday from 07.30 until 18.30 all year, except for the main bank holidays and Christmas week. The nursery employs 16 members of staff that work with the children. Of these, 12 hold appropriate early years qualifications and one staff member is working towards a qualification. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are settled, happy and their individual needs are well met. Staff create a welcoming, homely and comfortable atmosphere in which children are equally well cared for and have many opportunities to succeed. They provide a curriculum which takes into account, and responds to, most of the children's developmental needs and their interests, which allows them to make steady progress related to their differing abilities. The nursery has a good capacity to maintain continuous improvement. The staff promote inclusion throughout the whole nursery. The setting's policies and procedures are effective, inclusive, available and understood by all who work with the children. The nursery works in partnership with parents and others to meet every child's needs.

What steps need to be taken to improve provision further?

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

- raise some staff's awareness of appropriate hygiene routines within the setting to prevent cross infection
- ensure children receive an enjoyable and challenging learning and development experience that is tailored to meet their individual needs, with reference to outdoor play.

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

- ensure a daily record of the names of the children looked after on the premises, their hours of

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attendance and the names of the children's key workers is kept (Documentation).

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 suitably organised with most documents and in maintaining documentation. However, the current system of recording children's attendance is not effective. Children are well cared for by appropriately qualified staff. The whole staff team are 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. Staff are vetted and the nursery has a robust recruitment and induction process in place. Risk assessments are used effectively to identify and minimise risks to children. Children are protected as staff are fully aware of safeguarding issues. The staff have started to self-evaluate their practice and the provision for children. The manager spends time in each room daily to monitor the staff and children. The nursery has suitable induction and support systems in place to help new staff be aware of the daily running of the nursery. There is a suitable staff appraisal process in place. Inclusive practice is well promoted, in that children have their welfare needs met and achieve as well as they can, regardless of background. There is a great emphasis on involving children in the decision making. Staff regularly ask the children what they would like to do, within planning they make time to respond to the children interests. These approaches give children real a sense of ownership and responsibility. There are good effective links with parents to promote the care and learning for each child. Information about the children's needs and progress flows well between home and nursery, for example, through the use of the written daily diaries, communication books and discussions.

The quality and standards of the early years provision

Children enjoy themselves at the nursery and make suitable 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 children and allow them to initiate and extend their own learning. Outdoor play is encouraged daily for all children. However, staff do not effectively plan for children's learning when outside. The children play cooperatively together and have definite friendship groups in place. The staff offer lots of praise, which in turn raises children's self-esteem.

Children are observed daily and staff plan for 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 a picture of the individual child. The nursery has a Special Educational Needs Coordinator (SENCO). Her work enhances the inclusion policy of the nursery. Children's welfare is

enhanced because staff ensure that their individual needs are met. Very young children sleep according to their own sleep patterns and needs. Older children have set sleep times. Meal times are social occasions for all children. The menus provide children with a range of healthy foods and the meals take account of children's dietary needs. The children help themselves to drinks as they become thirsty. This promotes their independence. Most children are learning appropriate hygiene routines. The nursery operates a no shoe policy within the baby room. This ensures the babies are kept in a clean and safe environment. Children develop awareness of safety and learn to be considerate of others through their play. Children behave well and use or are encouraged to use their manners appropriately.

Staff respond well to the children, they talk to them and actively play and have fun with them. The children laugh and giggle as they have fun with the staff. Older children use manners freely and are then thanked by staff for using good manners. Younger children encouraged to use their manners. Children are well-behaved. There is lots of labelling around the nursery where children are learning from these. All children's mark making is valued and they are confident to make marks. Children regularly visit the local library and they are allowed to take the books home. Counting is encouraged through play and the older children use large numbers as they work out the date as part of their daily routine. Each area has its own 'discovery area', in which children have free access to a range of resources in which they can investigate with. The toddler children have a lovely time as they wash the clothes and learn to squeeze the clothes out and the younger toddlers also use their small muscles as they are encouraged to squeeze the wet pasta. Children's physical skills are developing as they play outside on the physical equipment they also have yoga lessons within the nursery. Children have a lovely time as they experiment with colour and see what new colours they can make when encouraged to make their own rainbow from the primary colours.

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?	3

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure a daily record of the names of the children looked after on the premises and their hours of attendance is kept (Records to be kept; also applies to the voluntary part of the Childcare Register).

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To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section of the report (Records to be kept).

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