

# Charnwood Nursery and Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY373022
<b>Inspection date</b>	14/11/2008
<b>Inspector</b>	Patricia King

<b>Setting address</b>	22-24 Lonsdale Road, Thurmaston, Leicester, LE4 8JF
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<b>Type of setting</b>	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**

Charnwood Nursery and Pre-school is one of three settings run by Beaver Childcare Ltd. The provision opened in 1999 and registered as a limited company in 2008. It operates from a two-storey building situated in Thurmaston, Leicestershire. The premises are accessed via a secure passage between the rooms used on the ground floor and staircases lead to each of the two first floor areas. The nursery is open five days a week all year round from 07:30 to 18:00. All children have access to a fully enclosed outdoor play area. The nursery cares for children on the early years register, the childcare register and the voluntary childcare register.

A maximum of 64 children may attend the setting at any one time and there are 99 children currently on roll. Of these, 36 children receive funding for early education. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are 19 members of staff who work with the children and of these 15 have childcare qualifications and four are working towards them.

## **Overall effectiveness of the early years provision**

A comprehensive range of policies and procedures is in place to support the safety and welfare of children and staff demonstrate secure understanding of how to use these effectively. The partnership with parents and other agencies is a key strength contributing significantly to ensuring that the needs of all children are recognised and they get any additional support they need. This means that children make steady progress according to their age, ability and starting points. The nursery successfully uses a variety of effective monitoring and evaluation systems to recognise strengths, identify weaknesses and ensure the 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:

- ensure that records clearly inform that written parental permission is requested from all parents, at the time of placement, to seeking of any necessary medical advice or treatment
- ensure that the safeguarding children policy clearly informs of procedures to follow to report any concerns and in the event of an allegation being made against a staff member in accord with the Local Safeguarding Children Board.

## **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. A high proportion of staff hold childcare qualifications and the remainder are working towards these. Thorough staff and student induction and appraisals systems, ensure that all adults working in the setting are fully informed and prepared for their responsibilities and work efficiently.

All required policies and procedures are in place and regularly reviewed to ensure they are effective. However, records do not clearly inform that parents have been requested to provide their written consent for any necessary medical advice or treatment. Staff 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, however, the safeguarding procedure lacks clarity in some detail. Written risk assessments are detailed, regularly reviewed and have regard for the accident records which means that potential dangers to children are minimised.

The nursery is fully committed to develop and improve their performance and use a variety of systems and sources to evaluate and plan for the future. This is the first inspection of the current registration and they have used self-assessment and recommendations well to underpin their good practice which means parents and children receive a consistent service.

## **The quality and standards of the early years provision**

Children's welfare, learning and development are effectively promoted. All areas are decorated with displays children's work, photos of them at play and illustrations to support the learning and behaviour. The environment is arranged creatively to offer interesting play and learning opportunities and resources are stored within easy reach to promote children's independence and choice.

Staff know the children well and help them understand the importance of healthy and safe routines in their daily lives. They demonstrate good role models and help children learn by talking about the importance of a healthy diet and good self-care routines. For example, they explain to babies and young children why they must wash their hands before eating or handling food and promote good oral hygiene by supervising careful tooth brushing after meals.

Staff are developing growing confidence in their understanding of the Early Years Foundation Stage with the help of internal and external support and training. This means they enable children across the age ranges to be confident and interested in their play, and so are develop good attitudes towards learning. Babies receive good levels of support as staff tempt and encourage them with carefully placed toys to promote rolling, stretching and crawling and they beam with delight when their efforts are praised. Any frustration or distress is soothed by gentle support from staff always ready to nurture their progress or help them settle when separation from their carer is difficult.

Children enter the playrooms confidently finding their names or emblem signifying

their coat hooks and work and eagerly settle into the daily routines, anticipating their indoor and outdoor activities with interest and enthusiasm. Staff plan and organise the sessions skilfully to include all areas of learning in the two environments which promotes children's physical health and well-being as they play and learn in the fresh air daily. For example, children practise counting and mathematical language as they line up and recognise shapes and sizes in construction and creative activities. Older ones develop their listening skills and concentration with activities and games such as wearing their listening ears to identify recorded familiar sounds. They ask for and listen intently to a familiar story in a small group adding their comments as the story progresses, for example, helping the reader to find the missing teddy.

Children's knowledge and understanding of the world is well promoted because a range of festivals are acknowledged, staff talk to them about other cultures and they have access to toys and resources reflecting diverse lifestyles and practices. They are learning to show concern and care for others as they help to raise funds for others less fortunate in their community and the wider world.

Good systems are in place to observe, check and record children's progress in their learning journals and parents' contributions are actively sought to inform planning for their children's next steps. Staff work in very close partnership with parents and others to support children with learning difficulties and/or disabilities to benefit from attending the setting. For example, staff work with small groups using specialist resources to develop and extend speech and communication skills. This means that all children are positively supported to play an active part in the setting.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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.