

Tassel Road Day Nursery

Inspection report for early years provision

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EY374119

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Inspector

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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

Tassel Road Day Nursery re-registered in 2008 when it was acquired by Casterbridge Nurseries Ltd. It operates from purpose-built premises which are easily accessible. The nursery is situated within a residential area of Bury St Edmunds in Suffolk. Children have access to a range of facilities within base rooms and use an enclosed garden for outdoor activities. This provision is registered by Ofsted on the Early Years Register, and the compulsory part of the Childcare Register.

A maximum of 77 children may attend the nursery at any one time. There are currently 150 children on roll, all of whom are within the Early Years Foundation Stage (EYFS). The children attending are from the local area and some also attend other early years provision. The nursery opens all year round, except for one week at Christmas, and is open between the hours of 08:00 and 18:00, offering a variety of sessions.

A team of 27 staff is employed at the nursery, and of these, 23 hold suitable childcare qualifications.

Overall effectiveness of the early years provision

Children at Tassell Road Day Nursery are well provided for under the EYFS and are making good progress from an early age. Very good partnerships with parents successfully support their learning and staff's in-depth knowledge about individual children capitalises on this. Partnerships with other practitioners are in their infancy. The setting knows itself well and has a clear vision for the future. Children's welfare is generally well promoted, although some issues surrounding cleanliness have the potential to compromise this.

What steps need to be taken to improve provision further?

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

- develop effective partnerships with other providers in order to ensure continuity of learning and development for children.

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

- ensure that indoor spaces, furniture, equipment and toys are clean and suitable for their purpose (Suitable premises, environment and equipment).

31/12/2008

The leadership and management of the early years provision

The managers in the setting are well equipped to support a team of dedicated and well-qualified staff who effectively support children's learning, welfare and development. Staff are appraised and training encouraged so that their professional development is enhanced. The managers have a clear system for evaluating practices in the setting, which involves staff, parents and children, enabling them to highlight strengths and act on weaknesses. For example, managers have listened to children and plans and budget are now in place to create a sensory garden. Additionally, further major improvements are planned for the nursery which will also contribute to better outcomes for children.

Records are effectively maintained to ensure children's health, safety and welfare, whilst policies and procedures are mostly implemented well. Thorough risk assessments are in place which address potential hazards throughout the premises and when on outings. Children are appropriately safeguarded. Staff demonstrate a sound understanding of the possible signs of child abuse and are able to follow nursery procedures in order to protect children. Staff are deployed efficiently so that children are well supported throughout the day. The nursery is generally well equipped, although many play resources are well-worn. Nappy changing facilities do not ensure children's privacy and at times present potential health issues to other children as there is insufficient space to contain the activity within the designated areas.

The setting works exceptionally well with parents as partners. They receive a warm welcome in the setting and are actively encouraged to share what they know about their children. Staff ensure they have information about children's individual backgrounds and beliefs in order to meet their needs effectively. Parent consultation meetings are held at times which are accessible to all, and the key person system is effective in ensuring children's achievements are shared with parents on a daily basis. The partnerships with other provisions which children attend are not yet established to ensure continuity of learning and development.

The quality and standards of the early years provision

Children are confident and well-settled. Warm relationships have developed and as a result children are responsive to staff and willing to engage in activities. Peer friendships have also developed, and in the baby room staff are aware of each child's individual routine at home and are able to replicate this. As a result children feel emotionally secure and happy to come to nursery. The rooms are child-centred and the resources organised to help children become independent learners. Staff have a very clear understanding of how young children learn and know their key children very well. As a result they are able to plan a wide variety of activities which meet the interests of each and every child. For example, a child who shows interest in babies has the opportunity, with peers, to visit the baby room in the nursery and talk about how babies are cared for. Through careful observations staff identify areas for development and as a result all children in the nursery make good progress.

Staff are able to work with parents where there are concerns about children's development and offer support and guidance to meet their needs appropriately.

Children with identified specific needs are cared for very well and regular reviews of their progress with parents ensure their individual plans are also tailored to meet their changing needs. As planning successfully incorporates parent's observations from home, all children enjoy continuity in their learning. The strong partnership with parents enables children to feel fully supported and secure providing them with the foundations to learn and make progress.

Staff respond to baby babble with soft voices and facial gestures which encourages further communication. Children engage in activities to promote co-ordination, such as lacing cards and they learn to mark-make from an early age. For example, babies use their feet to print with, whilst older children use markers and white boards. Children show a keen interest in books and stories from a young age. Toddlers join in with familiar tales whilst a group of older children use their imagination and language skills well as they enact the story of the 'Three Little Pigs'. Children use number in their daily routines and when using the date and weather board are able to say that 27 comes after 26. Children are becoming aware of others beliefs through discussion, for example, at circle time. They are familiar with their local community because they take walks to the shop or post office and have visits from people such as the police. Children demonstrate good physical skills, and some recognise their bodies needs for food, drink and rest.

Children are beginning to learn about healthy lifestyles. They are active and they express a keenness to be outside, and by helping to prepare fresh fruit snacks are learning about the different healthy options available to them. Lunches provide satisfactory nutrition for children and staff work with parents who wish to provide their own food. Cleaning procedures are not always effective and some toys and equipment are not satisfactorily cleaned, whilst other hygiene policies such as the no shoe policy in the baby room is not adhered to. As a result children's good health is not consistently ensured and in some cases has the potential to be compromised. Older children begin to learn about personal safety as they are reminded about nursery rules for walking rather than running, and staff discuss road safety before they go out for walks. Staff use positive and consistent strategies to manage unacceptable behaviour and children are praised and encouraged, fostering self-belief. As a result children learn right from wrong and the atmosphere is calm and conducive to children's learning and development.

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?	3
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

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 registration.

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.