

Day Care Nurseries Ltd

Inspection report for early years provision

Unique reference number 511398
Inspection date 23/03/2009
Inspector Valerie Thomas

Setting address Ashwood, 3-4 Ashwood Terrace, Stoke-on-Trent,
Staffordshire, ST3 1DU

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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

Day Care Children's Nursery and Out of School Club in Longton, Stoke-on-Trent opened in 1980 and is run by Daycare Nurseries Ltd who also operate one other setting in the nearby area. It operates from four rooms on the ground floor in a converted house and access is via one small step into the building. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 07.00 to 17.30 for 51 weeks of the year.

The nursery is registered to care for 57 children under eight years. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 64 children on roll, 54 of whom are within the Early Years Foundation Stage (EYFS). The nursery is in receipt of funding for the provision of free early education to children aged three and four. The nursery currently supports a number of children with learning difficulties and/or disabilities. The nursery employs 11 members of staff. Of these, eight hold appropriate early years qualifications and two are working towards a qualification. There are arrangements in place with the local schools that children in the EYFS attend.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The wide range of activities provided and the effective interaction of staff supports each child's learning and development well. The partnerships with parents and others are a key strength of the setting and help to ensure that children's individual needs are met successfully and that everyone is included. The process for self-evaluation is well developed and the leadership and management show a strong commitment to continuous improvement. On the whole, children's welfare is promoted effectively and outcomes for all children are good.

What steps need to be taken to improve provision further?

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

- ensure that the children's bathroom is adequately ventilated
- ensure the risk assessment covers anything with which a child may come into contact; this relates to the condition of the table where babies eat their food.

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

- ensure that Ofsted is notified of any serious accident, illness or injury to, any child whilst in the care of the nursery, and of the action taken in respect of it (Safeguarding and promoting children's welfare).

06/04/2009

The leadership and management of the early years provision

Effective partnerships with parents and others are actively promoted. Detailed information is shared about a child's individual routine and implemented into the nursery day to help them settle. Each child has a daily diary completed, which is given to parents to keep them informed of their child's well-being. Staff are proactive in sharing details on children's progress towards the early learning goals with reports sent home regularly and a parent pack fully informs them of all policies and procedures. This ensures they are effectively involved in their child's learning and development. There is good support for children with learning difficulties and/or disabilities, with close working partnerships with parents and other agencies to ensure that children make as much progress as they can and staff are very clear in their roles. There are clear links with the local schools that children attend to help develop their confidence and ease the transition. For instance, they are taken to the school by nursery staff for a story and teachers are invited into the setting to meet the children.

There is a detailed safeguarding policy and guidance documents from the Local Safeguarding Children Board are displayed. Staff have a secure understanding of the correct procedures for reporting any concerns and most of the staff have attended safeguarding training. Recruitment procedures are robust with all suitably checks completed to ensure children are fully safeguarded. Risk assessments are detailed and security is good, with close circuit television in operation and staff monitoring access at all times. However, the risk assessment does not effectively cover the hygiene risk of the ripped covering on the table where babies sit and eat their food. Consequently, this does not fully promote children's good health.

Self-evaluation is good and the management has clear targets for improvement, with all recommendations from the last inspection fully met. The management is aware of the lack of ventilation in the children's bathroom and has plans to put an extractor fan in place. Parents are fully included in the evaluation process through the use of regular questionnaires and there is a comprehensive appraisal system with regular staff meetings to discuss and improve on practices. Training is promoted, with a good level of staff qualified in first aid and many other courses attended such as 'Stoke Speaks Out' to enable staff to promote each child's language development. Documentation is successfully organised, with accidents and medication administered accurately recorded to promote children's health and safety. However, the legal requirement to notify Ofsted when a child has a serious accident has not been met.

The quality and standards of the early years provision

All children benefit from the varied range of healthy and nutritional meals provided and staff are fully aware of each child's individual dietary needs. The setting has achieved a healthy eating award and staff provide interesting ways to develop children's understanding of healthy eating. For example, they use 'Charlie the chef' who has a bag of healthy and unhealthy foods, which they talk about and sort into groups. There are clear routines for washing hands at appropriate times, which

promotes each child's health well. Outdoor play is regularly planned for which ensures all children have plenty of fresh air. They have lots of fun as they play outside, pedalling the bikes skilfully and pushing the large tyres along. Young children enjoy climbing onto the slide and the fitted safety surface means that they can do this safely. Weekly dance sessions are arranged and these take place on a different day each week to ensure each child is included. Consistent boundaries are set by staff to help all children to learn how to keep themselves safe. Young babies are reminded not to throw toys and older children are asked not to kick out with their feet because it may hurt someone. Well organised routines are in place for children who walk to and from school and they know why they must wear the high visibility vests and keep looking for cars when crossing the road.

The setting is organised well with a good range of toys which are accessible to children. This allows them to make choices about their play and develop their independence. The rooms are brightly decorated with stimulating areas developed to encourage children's development. Staff have introduced a 'black and white' area for young babies to encourage their development and much thought has gone into how to encourage children to use books more regularly. All children are happy and enjoy their time in the setting with good interaction from staff to promote their learning. Staff make sure that children are listened to, ensuring they are given time to talk about their weekend and young babies are encouraged to communicate on the telephones. Good opportunities are provided for babies to make marks and develop their sensory play when they explore the textures of custard and angel delight and older children try to write the letters of their name and captions for their pictures. Number rhymes are used to develop children's understanding of numbers and they confidently count how many oranges the caterpillar has eaten when listening to the story. Children show good concentration and much interest as they engage in activities, babies trying to post the shapes into the sorter and older children spend time completing the jigsaw.

Staff manage behaviour effectively and set clear boundaries. Children are encouraged to share and take turns with the bikes and the school children clearly understand the reason why they cannot run around inside and that they should not argue. This ensures they play together harmoniously and enables them to develop the skills they will need for future learning. There are good opportunities for children to develop creative skills through painting, drawing, making collages and making models with construction kits. Varied activities are planned to help develop children's knowledge and understanding of the world. For example, they grow flowers and vegetables in the outside area and go for outings into the local community to help them learn about features of the environment. Children celebrate a range of festivals and play with a varied range of resources that promote positive images of diversity to help them understand differences in others. Staff make effective use of regular observations to help ensure that they are based on children's individual interests and a clear record is kept of children's progress towards the early learning goals.

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?	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: 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.