

# Treasures Neighbourhood Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY295958
<b>Inspection date</b>	11/09/2008
<b>Inspector</b>	Yvonne Layton
<b>Setting address</b>	23 High Street, Staveley, Chesterfield, Derbyshire, S43 3UU
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<b>Email</b>	
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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**

Treasures Neighbourhood Nursery was registered in 2005 and is owned by Touchstone Community Development. It is situated in a converted building in the town centre of Staveley, Derbyshire. A ramp to the entrance and a lift to the first floor mean that the premises are easily accessible. There is a secure, enclosed outdoor play area. A maximum of 48 children aged between birth and five years may attend the setting at any one time. The nursery is open five days a week from 08.00 to 18.00, all year round except for bank holidays and Christmas week. The setting also offers holiday care to children aged five years to under eight years. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

There are currently 64 children on roll. Children attend a variety of sessions. The setting supports children with learning disabilities and/or difficulties. There are 12 members of staff employed to work directly with the children and all hold relevant qualifications. Ten staff hold a level three qualification and two staff hold a level two and are currently working towards level three. One staff is in the process of obtaining an early years professional status qualification. The nursery receives support from the local authority and works closely with other agencies and schools. The setting is part of the government initiative for two year old funding and an independent initiative to provide support for families with children aged two years.

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

Treasures Neighbourhood Nursery provides very effectively for children in the Early Years Foundation Stage and the needs of all children are routinely met through recognising and supporting their uniqueness. They make strong progress in their learning and development, enjoy their time in the setting and their welfare is soundly promoted. Good quality education and care is promoted by clear identification of plans for improvement of the setting, including staff training and proactive partnership with parents, other agencies and the community.

## **What steps need to be taken to improve provision further?**

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

- continue to develop knowledge and understanding of the implementation of the Early Years Foundation Stage, including child-initiated activities, extending the use of basic phonics and promoting knowledge that print carries meaning
- promote further the safety of children, staff and others on the premises with particular reference to implementing clearly defined procedures and practices in the event of a fire if the stairs to the first floor are inaccessible
- ensure available resources are fully utilised in all of the planned activities.

## **The leadership and management of the early years provision**

The management of the setting is focused on helping all children to make good progress in their learning and development and ensure their welfare is firmly promoted. There is a common sense of purpose and commitment between adults who work well together. Children are cared for by qualified and experienced staff, although some are not yet fully confident in implementing all areas of the Early Years Foundation Stage. The quality of children's care, learning and development is enhanced by the effective monitoring and self-assessment of the provision. The capacity to make necessary improvement is sound. Ongoing evaluation of the setting is completed by management and staff, both during individual appraisals and as teams. Parent's opinions are obtained through questionnaires. All of which leads to clear identification of targets for further improvement. Recommendations from the last inspection have been acted upon.

Children are protected as effective, appropriately maintained records, policies and procedures are in place, including clear systems to ensure staff are suitable for their role. The management team monitor the effectiveness of detailed risk assessments and take positive action to manage or eliminate risks. Staff are deployed well to ensure the needs of the children are met. Children's health and welfare is protected as the setting has established consistent hygiene procedures and practices. Resources and premises are well-maintained, clean and suitable for their use. Children are soundly safeguarded as the leadership is committed to ensure staff's knowledge of safeguarding children procedures is up to date and they have clear understanding of their responsibility.

Inclusive practice is a major ethos of the leadership and management of the setting and it is promoted strongly throughout so that all children have their welfare needs met and achieve as well as they can individually. This is robustly supported by the development of effective links with parents/carers, other providers and services to promote integration of care, education and extended services. Parents/carers are provided with good quality information about the early year's provision both with an information pack and displays throughout the setting. Children's individual needs are promoted as the parents are encouraged to provide detailed personal/ family and progress information about their child when they first attend and ongoing throughout their time at the setting. Parents are actively encouraged to be involved in supporting their children's learning and development by regular newsletters, information leaflets about activities, displays and parent's evenings. This is enhanced by daily informal discussions with staff.

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

Children are making good progress and show a positive attitude to learning. They are happy, confident and settled in a setting that is well-equipped, safe and secure. Interactions are good and all children benefit from caring, warm staff. They use open-ended questioning and provide many opportunities for the children to express themselves and explore. Planning and assessment is clearly linked to the Early Years Foundation Stage and focussed on individual learning needs. Individual assessments

record areas of progress and clearly identify the next steps. The learning environment effectively supports children's progress towards the early learning goals. It is rich in text and number with bright pictures, photographs and displays. However, opportunities for children to extend communication, language and literacy are not fully promoted as the use of basic phonics is limited and the writing of children's names by using initials for the surname does not fully promote children's understanding that print carries meaning. Purposeful play and exploration, both in and out of doors, ensures that all area of learning are met.

Children are keen to access the range of generally well-presented play activities. However, children's learning is not completely supported as staff do not always fully utilise the resources available for some of the planned activities. There is a good balance of adult-led, themed and free-choice activities throughout the setting. Not all focussed activities allow children to follow their own ideas or take ownership of an activity. The very good levels of support ensure that all children are included and receive individual attention. For example, older children are given one to one sessions and extra activities to challenge them. Children develop a sound sense of independence and self-worth as they are encouraged to share, take turns and follow the nurseries boundaries as they progress through the developmental stages. Staff are good role models and the consistent use of praise, encouragement and positive reinforcement contributes effectively to the children developing good social skills and a sense of belonging to a wider family group.

Children's health and safety is solidly supported. The setting has its own robust routines for specific areas such as the hygienic preparation and storage of babies' feeds, sterilisation of water bottles and routines for personal care that ensure children are protected. In the event of an fire emergency there is a specific procedure identified by the fire service for the provision. The setting has written evacuation procedures with regular evaluated drills. However, some staff are not clear of the procedures in the event of a fire where the stairs to the first floor are blocked. Children are supported to learn about safety through discussion, activities and daily routine.

Parents state they feel confident and trust in the care, learning and development of their children. They know and understand who their child's key person is and staff are clear about this role. They are proactive in working closely with parents.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*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>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

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

## **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 has 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.