

Willow Brooke Day Nursery

Inspection report for early years provision

Unique reference number EY262129
Inspection date 15/09/2008
Inspector Hayley Lapworth/Hazel White

Setting address George Eliot Hospital, College Street, Nuneaton,
Warwickshire, CV10 7BQ

Telephone number 02476 351478

Email willowbrooke@btconnect.com

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

Willow Brooke Day Nursery opened in 2004. It operates from four rooms in a purpose built building situated on the site of the George Eliot Hospital in Nuneaton, Warwickshire.

A maximum of 64 children may attend the nursery at any one time on the Early Years Register. The nursery is open each weekday from 07.00 to 18.00 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area. The premises is accessible and has disabled toilet facilities.

There are currently 90 children aged from six weeks to under five years on roll. Of these, 16 children receive funding for early education. Children come from a wide catchment area, as most of their parents travel in to work at the hospital. The nursery currently supports a number of children with learning difficulties and/or disabilities.

The nursery employs 18 members of staff. Of these, 13 hold appropriate early years qualifications and three are working towards a qualification. The nursery receives support from the local authority. They are members of the Pre-School Learning Alliance.

Overall effectiveness of the early years provision

Children of all ages are happy within the setting. Most children settle quickly and are supported by staff as they separate from their parents. All children's welfare needs are met because staff obtain information about their individual needs and develop sound partnerships with their parents. Children are making suitable progress in their learning and development because they have access to a variety of age appropriate toys and activities. The management team are in the early stages of evaluating the settings practise by identifying some areas of weakness. As a result, some improvements are being made.

What steps need to be taken to improve provision further?

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

- encourage children's independence and provide more opportunities for problem solving and numbering in every day situations and enhance children's understanding of diversity
- obtain information from parents to determine children's starting points on entry and use assessments to plan for children's next steps in their learning
- devise and implement more effective strategies to look at the setting's strengths and weaknesses in order to maintain continuous improvement.

The leadership and management of the early years provision

Staff feel supported by management and are clear about their roles and responsibilities. They access training which supports their professional development. Appraisals are a two-way process where individual staff along with the manager look at their own personal development. The majority of staff hold a recognised qualification in early years. Positive steps are taken to safeguard children. For example, recruitment and selection procedures in relation to suitability of staff are secure. This means children are only cared for by adults who have been vetted. All staff have in-house training in child protection. Therefore, children's safety is promoted and the welfare requirements are being met.

The setting has some documentation which supports self-evaluation and although they have identified a few areas for improvement, the methods used to identify the settings strengths and weakness's are not fully effective. For example, self-evaluation is not reviewed and staff working directly with children are not consistently included. Therefore, their capacity for future improvement is not secure.

The setting works sufficiently well in partnership with parents and others to meet the needs of the children. Parents and carers share that they are 'very happy with the provision' say 'it's excellent' and that they 'could not ask for more'. They have access to up-to-date information in relation to the settings policies and procedures and the new Early Years Foundation Stage framework. Parents are encouraged to contribute information about their child's care needs. However, little information is gathered about their starting points with regard to their learning. Planned parents evenings are organised where staff share adequate information about children's individual achievements and progress.

Sound use is made of extended services to promote outcomes for children because the setting are implementing systems to liaise with other professionals. For example, teachers from the local school visit in the year in which children reach the age of five. Inclusion is suitably promoted and those with learning difficulties and/or disabilities are supported by staff. As a result, children are making steady progress in their development.

The quality and standards of the early years provision

The setting is welcoming to children and their families. They are interested in their surroundings and move between activities with confidence. Staff focus on reinforcing positive behaviour and children are responsive to praise and encouragement. This make them feel good about themselves and confident in their surroundings. Activities and resources promoting positive images of the wider world are limited. Therefore, children's knowledge and understanding of culture and religion is not sufficiently extended.

All ages of children select resources and equipment appropriate to their age and understanding. This includes the garden which they access on a daily basis. They are encouraged to participate in adult-led activities and older children initiate their own play. For example, a group of children played a game of hiding from 'the

monster' in the outdoor area. The children chat to one another as they play and they are becoming skilful communicators because staff on the whole ask them open ended questions. Staff give clear explanations to children to enhance their learning. This is best demonstrated through the discussions they have about the 'life of a snail', including its habitat and diet. Children experience opportunities to develop an understanding of problem solving and reasoning through organised activities. However, this is less evident in spontaneous situations as staff working with the older children do not regularly encourage children to participate in counting or use mathematical language. Consequently, this restricts their understanding in this area of their learning. Staff have some understanding of the early learning goals and how children learn through play. They are working on their planning to meet the learning and development requirements within the Early Years Foundation Stage. Presently they make observations and some assessments of children's progress. However, this is not effectively used to inform planning and identify next steps for individual children's learning. Consequently, children are not making as much progress as they could.

The areas used by children are generally well organised to promote children's independence and they have sufficient opportunities to self-select. However, their independence is restricted at other times during the routine of the day. This is because they are not encouraged to pour their own drinks or serve their own food or snacks. As a result, they are not reaching their potential in becoming independent.

Menu's are varied and effectively consider the nutritional values of food for children. Their meals are freshly prepared on site by a qualified chef. Individual diets are well-considered and alternative meals are provided which are made to look similar to the main dish. Children's health is positively promoted and they are beginning to understand how their bodies work. For example, they discuss that being active makes your heart and muscles strong.

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

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

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

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

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.

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