

# The Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY367083
<b>Inspection date</b>	15/12/2008
<b>Inspector</b>	Janette Elaina Lockwood
<b>Setting address</b>	Church Road, Rawreth, Essex, SS11 8SH
<b>Telephone number</b>	07725 014788
<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).

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**

The Day Nursery opened in 2008. The setting operates from a converted village school in Rawreth, near Wickford, Essex.

A maximum of 40 children may attend the setting at any one time. The provision is open from 07.30 to 18.00 all year round. All children share access to a large secure enclosed outdoor play area. There are no steps leading up to the double entrance doors and there is an accessible toilet on the premises.

The setting is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary Childcare Register. There are currently 23 children from in the early years age range on roll.

The setting employs four staff. Of these, three hold appropriate early years qualifications. There is currently one member of staff who is undertaking further professional development. The setting receives support from the local authority.

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

The provision effectively meets the needs of children in the Early Years Foundation Stage (EYFS) because the practices are fully inclusive and staff take account of children's individual needs throughout their routines, policies and procedures. Staff are mindful of inclusiveness when planning activities with children and respond to their unique personalities to help them settle very well.

There are many worthwhile plans in place to continually improve the setting in all areas and strong evidence to demonstrate the willingness to address any issues arising. Help and advice is readily sought and new initiatives employed consistently to progress practices in order to provide a good service to children in the EYFS.

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

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

- ensure the safeguarding policie is in line with Local Safeguarding Children's Board (LSCB) local guidance and procedures
- improve food hygiene procedures with children at meal times
- develop recruitment and vetting procedures to take account of the Statutory Guidance and employment law.

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

Strong leadership and management is being developed in the provision taking account of the requirements of the Early Years Foundation Stage (EYFS) although it is very early days for the nursery. The manager is developing a good

understanding of the EYFS in how it impacts on children's welfare, learning and development and is beginning to monitor how staff deliver the EYFS effectively to ensure consistency. The manager influences how the staff work by maintaining a high profile with the children and directing staff if necessary, although they are competent and confident to use their own initiatives to help meet the children's needs.

An effective use of the Ofsted Self-Evaluation form has helped the setting to identify their own achievements and identify areas which can be improved. For example, there are plans to change the area used for snack and meal times with children in order to give them more space and make it a better experience for them. Staff are bringing their ideas forward using their experiences gained at other provisions to suggest ways to move forward in this new setting.

Parents are highly regarded and given relevant information about the nursery. They benefit from taking time to settle their children in and get to know the staff well. This builds a sense of trust which makes the exchange of information a daily occurrence and parents get to see how the nursery operates and meets the needs of their child.

There is a sound understanding of how to safeguard children and staff understand their roles and responsibilities. However, the policy is not entirely consistent with the Local Safeguarding Children Board at present in relation to what to do if there were allegations made against staff. All staff have had the required vetting checks but there are currently no recruitment procedures available to guide the setting in best practices for obtaining and checking the suitability of new staff.

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

Children in the Early Years Foundation stage are learning and developing well because staff are attentive and provide them with interesting and exciting learning opportunities which are planned for each child and based on their individual abilities. There are effective systems being implemented to monitor children's progress towards the early learning goals and identify what they need to do next and good evidence of what children can do is recorded in their 'learning journeys'. Children's personal, social and emotional development is fostered well as staff interact with them well, building on their confidence and independence, giving them a reason to trust staff and develop their sense of belonging.

There are plenty of opportunities for children to learn problem solving, reasoning and numeracy through different activities such as helping lay tables with cutlery, or learning number songs and rhymes and there are opportunities for learning to continue in the outdoor area where there are numerals painted on the ground. The outdoor area offers unlimited experiences for children in the fresh air, including role play in the play house, planting flowers to help them learn about nature and developing their enjoyment of exercise and physical development. Staff take children out spontaneously throughout the day to look at different aspects of their environment such as the cows in the next field and this encourages conversations and new language. Children equally chat as easily whilst indoors and are keen to

practise their pre-writing skills using a range of suitable mark-making tools.

Children's care is promoted as staff are aware of and implement most of the welfare requirements well. The setting is clean and hygienic and some staff have had food hygiene training which helps them to follow procedures as they prepare and serve food for children. Children are also learning healthy practices such as washing their hands before eating, however, staff do not always recognise when there is a risk of the spread of germs between children whilst they dip their hands into shared food such as grated cheese to put on their dinner.

The setting is organised very well with safety in mind and steps have been taken to prevent accidents to children, for example, covering all hot pipes and radiators so children keep warm but are not at any risk. There are daily safety checks undertaken and children help staff to carry these out so they can begin to understand some dangers themselves as staff talk to them about what they are looking for and the consequences and risks.

Because children's needs are met through careful planning for each child, together with good interaction with staff the children are enjoying their time in the setting. Even those who are still settling in have moments when they forget their tears and become engrossed in what they are doing. Staff are aware of what children need to do to progress and plan for this so they are enjoying and achieving.

Staff encourage children to have good learning habits and develop good behaviour through sensitive support so they can work together in harmony. They are helped to gain skills throughout their time in the nursery which help contribute to their future economic well-being.

## 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?	3
How well are children safeguarded?	3

### 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?	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](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**

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.