

Childsplay Nursery

Inspection report for early years provision

Unique reference number	305023
Inspection date	18/09/2008
Inspector	Suzette Butcher

Setting address	1d Seymour Drive, Overpool, Ellesmere Port, Cheshire, CH66 1LZ
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Telephone number	0151 357 1841
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Type of setting	Childcare on non-domestic premises
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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).

Description of the setting

Childsplay Nursery is privately owned by one family. It was registered in 1993 and is situated in two single storey buildings in Overpool, Ellesmere Port. An enclosed outside play area is available to the rear of the property. The nursery is open from 07.30 to 18:00 each week day throughout the year, excluding statutory bank holidays.

The nursery is registered to provide 61 places for children aged between birth and five years. There are currently 39 children on roll who are all in the Early Years Foundation Stage. The nursery supports a small number of children with learning difficulties and children who speak English as an additional language. There are ten members of staff employed who all hold appropriate early years qualifications. Of these, five members of staff are working towards higher level qualifications. This includes a supervisor, who is completing an early years degree.

Overall effectiveness of the early years provision

Children in Childsplay Nursery are confident and highly motivated to learn. They make good progress in all areas of their development in the safe, well-organised setting. Children are respected and valued as individuals within the inclusive environment. Staff are conscientious and work very well together in an effective team to support children's welfare and learning. They share management's clear vision and contribute towards the setting's self-evaluation programme to clearly identify future improvements. The strong, friendly partnership with parents and carers creates an informal information sharing process although partnerships with other providers are not fully developed.

What steps need to be taken to improve provision further?

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

- clearly differentiate planning for indoor and outdoor activities to meet the needs of individual children
- improve partnership with parents and carers in their child's learning and maintain a two-way flow of information with appropriate agencies and other providers
- ensure linguistic diversity is fully valued by using children's home language in their play and learning.

The leadership and management of the early years provision

Management's clear vision and strong commitment towards continual improvement successfully steers the work of the setting. This is especially evident in the high quality of the key improvements made since the last inspection. For example, the premises have been extended with major changes to the indoor and outdoor

environment to improve the overall quality for children's play and learning. Further areas for improvement around the premises have been clearly identified and prioritised in an effective action plan. A friendly, family atmosphere is prevalent throughout the setting and consequently, the whole staff team, including the cook, are actively involved in continually monitoring and evaluating the setting's strengths and weaknesses. Staff are well-qualified and highly committed towards continuing their own professional development with some working towards degree standard. Key staff members have a very secure understanding of the underpinning principles of the Early Years Foundation Stage. The staff team enthusiastically absorb new initiatives and respond positively to innovative ideas to improve children's lives. Staff regularly reflect critically on the effectiveness of their own practice and review outcomes for children.

Robust employment procedures and comprehensive risk assessments are in place to protect children. Policies and procedures are reviewed on a regular basis to ensure that they are effective and inclusive for children and their families. Parents value the friendly, informal relationships they share with staff and feel involved and included in the nursery. However, systems to involve parents and carers in their child's learning and links with other agencies and providers are not fully developed to promote the integration of education and any extended services.

The quality and standards of the early years provision

Babies and toddlers develop confidence and learn to relate to others in safe, stimulating indoor and outdoor environments. Staff provide well-planned experiences to meet children's individual needs and offer discreet support as children spontaneously explore and experiment with a wide range of sensory opportunities. Children confidently make their own choices and decisions as they enthusiastically take turns to talk on the telephone and plan what they are going to do each day. They become active, independent learners as they eagerly access and engage with imaginative play and learning opportunities. They are offered interesting challenges to extend their experiences with time to explore, practise and apply their learning. Children happily gather together in small groups to reflect on what they have been doing within their individual plan, do and review programme. Staff introduce group activities to extend children's learning. For example, children enjoy finding pictures of wild animals in books, learning more about them and finding their country on a large world map. Recent improvements to observation and assessment procedures enable staff to make informed decisions about children's progress and plan next steps in learning for individual children. Short-term planning identifies appropriate activities for groups of children but does not clearly differentiate activities to help individual children to make good progress. This also has a negative impact on the free-flow of opportunities between the indoor and outdoor environment.

Children settle happily in the supportive, inclusive environment. Families who speak English as an additional language are warmly welcomed and strong communication links between staff, parents and other agencies support children's additional needs. Language and communication is supported through pictures, signs, objects and gestures to involve every child. However, staff have not fully explored all areas of

linguistic diversity by using children's home language in their play and learning. Children are well behaved and learn to consider each other's feelings. They develop a strong sense of ownership as they accept responsibility for their environment and eagerly help themselves to resources or happily tidy away. Digging in the soil with gardening tools or developing imaginative role play games are favourite activities. Children eagerly find umbrellas and put on wet weather clothing to play outside on rainy days. They take their own photographs to create a visual record and enjoy revisiting their experiences later. Snacks and mealtimes are eagerly anticipated as a highlight of children's days. A well-planned, balanced variety of nutritious, healthy options are cooked on the premises each day. Children's evident enjoyment and the empty plates throughout the nursery are a credit to the cook's expertise. Independence skills are actively promoted when, for example, older children help themselves to food items and clean their teeth or toddlers find their own cup of water when they are thirsty. The benefits of a healthy lifestyle are actively promoted throughout the setting. Children learn to recognise potential risks and dangers as they gradually accept responsibility for their own safety.

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	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?	Good
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?	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

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.