

Pine Lodge Creche and Day Nursery

Inspection report for early years provision

Unique reference number 305243
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Inspector Joan Isabel Madden

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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

Pine Lodge Nursery and All Star's Out of School Club was registered in 1996. It is one of three privately owned provisions. It operates from a large Victorian property and purpose built out of school building in Haslington, Cheshire. The nursery is divided into five separate areas and has access to the out of school building when it is not in use. All children share access to a large secure outdoor play area which is partly paved and partly grassed. The provision is registered to care for a maximum of 118 children at any one time on the Early Years Register and on the Compulsory part of the Childcare Register. They are also registered on the Voluntary part of the Childcare Register to enable them to care for older children. The nursery is open each weekday from 08.00 to 18.00 for 52 weeks of the year, except for Bank Holidays. The out of school club is open before and after school each week day during term time and each week day from 07.30 to 18.00 during the school holidays. Access to the premises is suitable for people with disabilities.

There are currently 176 children aged from seven months to 10 years on roll. Of these, 29 children receive funding for early education. Children attend from the local and surrounding areas. The nursery currently supports a number of children with learning difficulties and disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 43 members of staff. Of these, 39 hold appropriate early years qualifications and eight are working towards a higher qualification. One member of staff has Early years Professional Status. The provision is supported by Cheshire Sure Start. It is a member of the South Cheshire Day Nursery Association and the Pre-school Learning Alliance (PLA). The out of school club is a member of '4 Children'.

Overall effectiveness of the early years provision

High priority is put upon valuing the uniqueness of each child. A major strength of the setting is the dedication of the staff to meet the children's individual needs particularly those with learning difficulties and disabilities. The children are well cared for and make good progress in their learning and development. In many ways the provision demonstrates a commitment to continual improvement, although has only recently started to develop the system for self evaluation. Parents are extremely happy with the provision and the provisions partnership in the wider context successfully promotes high quality care and education.

What steps need to be taken to improve provision further?

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

- further develop the system to monitor the provision through self-assessment
- improve the toddler's opportunities to show an awareness of own needs with regards to hygiene by incorporating into the routine regular hand washing

- ensure learning outcomes for 'everyday provision' are clearly identified.

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

- carry out a formal risk assessment for each type of outing which includes an assessment of required adult to child ratios clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Safeguarding and promoting children's welfare).

23/12/2008

The leadership and management of the early years provision

The staff are professional, conscientious and dedicated. They are working within the conditions of registration and are developing a sound knowledge of how to deliver the learning and development requirements of the Early Years Foundation Stage curriculum. Staff provide a safe and secure environment for them to take part in activities and appropriately support their learning through encouragement, praise and role modelling. Routines include a balance of child-initiated and adult-led. Planning for the adult focused activities clearly link into the six areas of learning and identify the intended learning outcomes. However, this is less clear for the planning of 'every day' provision. Throughout the early years provision the key persons confidently observe and record children's achievements and as a result get to know their individual children well in order to use their interests as starting points for their learning. Staff link their observations to the elements of the six areas of learning to give an overview of the children's progress and are thereby able to identify gaps in their learning. This information is used to inform the individual children's 'learning journey' file. The provision for children with learning difficulties and disabilities is excellent. There is appropriate equipment to underpin the care of these children, such as hoists for lift, changing facilities, and a variety of chairs. In caring for the children the dedicated staff always remember the importance of privacy dignity and respect. They have devised toys to suit their interests and stage of development, such as brightly coloured mobiles with different textures and sounds.

The setting demonstrates a strong capacity to improve as there are monitoring systems in place that include staff appraisals, parental questionnaires and peer observations. Staff are currently becoming familiar with a recently introduced system of self-evaluation. Good progress has been made with the two recommendations that were raised at the last inspection. Strong emphasis is put upon developing positive relationships with the parents. Parents speak highly of the provision. They receive a wealth of written information and attend open evenings to learn about the curriculum and their children's achievements and progress towards the early learning goals. Parents are encouraged to contribute to the observation records on the children. Many efforts are made to work in partnership with external agencies and others who provide care and education for the children.

All staff employed at the provision are suitably vetted and have up to date secure knowledge of how to follow the comprehensive safeguarding procedure should they have a cause for concern about a child. There are comprehensive risk assessments in place for indoors and outdoors. However, there are no formal risk assessments for each type of outing. This is a breach in regulations. All other documentation meets the required standards. Comprehensive policies and procedures are in place to underpin the very good care of the children. The manager ensures that the children's individual records remain confidential and are stored appropriately.

The quality and standards of the early years provision

The large provision is well organised to ensure effective use is made of space to enable the children to take part in a wide and balanced range of activities. Strong emphasis is put upon outdoor play with the aim of all children playing out every day in the very large outdoor area. They are appropriately dressed for outdoor play helping them to learn about self-care. They have a wealth of experiences appropriate to their age and stage of development to develop physical skills and enjoy the outdoors. The school aged children enjoy challenging climbing and balancing activities, football and basketball facilities. The pre-school children confidently peddle tricycles and scooters, practise their ball skills and balancing along beams. Other activities, such as chalking encourage the children to develop fine motor skills. The children benefit from healthy snacks and meals, such as toast for snack and pasta dishes for lunch. By growing food children learn about the advantages of natural foods and how to nurture living things. In baking and cooking activities children explore different foods and learn how to combine them into meals. Staff ensure children's individual dietary needs are met. Children who are over two years, each have a fresh drinking water bottle that is easily accessible to them and younger children drink water at times throughout the day. Generally children are learning to incorporate sensible hygiene practices into their routines, however, insufficient emphasis is put upon some of the toddlers washing their hands before meal times. In the main high priority is put upon the children's safety. The premises are secure and many preventative measures have been put in place to eliminate hazards. The staff encourage children to think about their own safety by encouraging them to tidy up after activities and pointing out potentially risky situation.

Children are happy and settled. There are positive relationships throughout the provision where children are encouraged to share experiences and respect one another. As children play they formalise their thinking by talking about past and present events in their life. Children are provided with very clear guidelines regarding behaviour and are learning appropriate conduct for different situations. For example, during a video on Hanukah they are reminded to sit quietly and pay attention. They are learning about different festivals helping them to develop respect for their own cultures and beliefs and those of other people. Children have their own drawers, coat pegs and their work is displayed giving them a sense of belonging and helping them to learn that print carries meaning. Throughout the provision children enjoy listening to stories and reading books appropriate to their

stage of development. These opportunities help children to learn how to handle books appropriately and appreciate the enjoyment that can be gained from them. The young children enjoy joining in with repeated refrains and actions. The children are able to select from a wide range of paper and creative materials to explore and create their own work. The children enjoy imaginative play in the role play area and take great delight in dressing up. The pre-school children are able to write their own names and talk about their drawings. The children are being introduced to mathematical thinking through daily routines and by taking part in activities. They are being introduced to shapes as they learn to construct and complete jigsaws and develop their classification skills by taking part in sorting and matching activities. Threading activities help the children to recognise patterns, order and count. By exploring buttons on toys, keyboards and electronic equipment the children are learning to operate simple equipment. Children have access to computers throughout the provision particularly in the 'All Stars' building. All children benefit from the sensory experiences of the 'light and sound' room. The very young take delight in learning that pressing the appropriate button they can make the bubbles in the tower change colour.

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?	1
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 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.