

Guisborough Day Nursery

Inspection report for early years provision

Unique reference number	EY242578
Inspection date	15/09/2008
Inspector	Elaine Marie McDonnell / Sandra Davies
Setting address	66a Hutton Lane, Guisborough, Cleveland, TS14 6QP
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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

Guisborough Day Nursery opened in September 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in an established residential area of Guisborough in Cleveland. The nursery operates each weekday between the hours of 07.30 to 18.00, for 51 weeks of the year. Up to 54 children aged under eight years may be cared for at any one time.

There are currently 79 children on roll aged between eight months and four years, with three being in receipt of funding for early years education. Children are cared for in three separate rooms and there is an additional baby room available if needed. They share access to a fully enclosed outdoor play area. Nursery staff also collect and take some children to local nursery and primary schools. Out of school aged children are usually cared for at a different, nearby registered provision, but may also be brought to the nursery setting, depending on numbers and staffing.

There are currently 11 members of staff employed to work directly with the children, including the nursery manager. All staff hold suitable child care qualifications with most being at level 3. Additional staff are also employed to undertake other duties, such as, cooking and domestic tasks.

Overall effectiveness of the early years provision

Children's welfare and health needs are well met and older children's learning and development needs are also well met through good planning and assessment procedures. However, younger children's ability and development is not effectively assessed and therefore planning is not based on individual needs. The out of school provision is not consistently managed as children are cared for on two separate sites. Appropriate procedures are in place to support children with additional needs and overall, an inclusive and welcoming service is provided. The process for self-evaluation and monitoring is not sufficiently effective to identify areas for improvement.

What steps need to be taken to improve provision further?

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

- obtain information about children's starting points and capabilities on entry and improve the planning and assessment procedures for children under three years to ensure information from assessment is effectively used to inform future and individual planning
- improve arrangements for out of school provision to ensure these are more consistently organised
- improve the self-assessment and monitoring process to show clear, identified targets for improvements in the provision
- improve the arrangements for sharing policy and procedure documents with parents.

The leadership and management of the early years provision

There is a basic system in place for planning for improvement, however, the processes of self-evaluation are not sufficiently effective to identify areas for improvement. As a result, the setting's strengths and weaknesses are not appropriately evaluated. Staff are well deployed, are motivated and work well as a team.

Policies and procedures are available to, and understood by, staff. However, they are not readily available to parents, which does not effectively support working in partnership. The procedures for working in partnership with parents and others to meet every child's needs are inconsistent. For example, the setting receives good information about children's health, dietary needs and routines but does not currently obtain information about children's development or attainment. The setting has appropriate links with other agencies to support children with additional needs and has also started to liaise with a local school to extend children's learning experiences.

Effective recruitment, vetting and induction procedures ensure that adults working with children are suitable to do so and have appropriate experience, knowledge and skills. As a result children are well safeguarded.

The quality and standards of the early years provision

Staff teach children about keeping safe and about good health, for example, during discussion times and throughout the daily routine. Children receive varied and nutritious meals and snacks and staff are well aware of children's individual dietary requirements. Children have good access to outdoor and large physical play activities, such as dancing, which promotes their overall health.

Staff demonstrate a good knowledge and understanding of child protection and safeguarding issues and procedures and as a result children are well safeguarded and are cared for in a safe and secure environment. Children have good opportunities to learn about wider society and have access to different visitors to the setting, such as staff from the local library, sign language and dancing teachers and the fire brigade. Older children have a positive attitude to learning and enjoy the various range of activities.

Younger children make satisfactory progress in their learning and development, however, older children make good progress. Some adults support children's learning well and encourage them to answer questions to promote their understanding and development. The learning environment is generally well organised and resourced promoting children's easy access to a varied range of play materials and activities. The quality of planning is better in the pre-school room and is also flexible to allow for children's interests. The process of observing younger children's development and the use of information gained is not effectively used to help move them onto the next stage in their learning. However, children's starting

points and initial capabilities are not currently assessed for any age group.

Children are well behaved throughout the nursery and behaviour is well managed by staff who promote a calm and relaxed learning environment. Good manners are encouraged and praised and adults generally encourage children to join in and make friends.

Skills that contribute to future economic well being are better promoted within the pre-school room. Older children have good access to various resources and activities which promote their communication, language skills and understanding of technology, however, this is not extended to the other age groups within the nursery.

The management of the out of school provision is not consistent as children are cared for on two separate sites, which may be changed at short notice. This does not effectively promote consistency of care and the learning and development of children in this provision is not effectively planned for.

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?	Good
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

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.