

Little Joe's Day Nursery

Inspection report for early years provision

Unique reference number	EY245791
Inspection date	23/09/2008
Inspector	Diane Lynn Turner
Setting address	37 Hospital Fields Road, Fulford Industrial Est. Fulford Road, York, YO10 4DZ
Telephone number	01904 628060
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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

Little Joe's Day Nursery has been registered since 2002 and is one of a number of private nurseries owned by the provider. It operates from a detached two-storey building which is situated on an industrial estate in Fulford in York. The nursery is registered to care for a maximum of 51 children at any one time, with up to 21 children aged under two-years-old accommodated on the first floor and 30 children over two-years-old on the ground floor. There is an enclosed area to the rear of the premises for outdoor play. There is no lift access to the first floor. The nursery is also registered to provide out of school care for a maximum of five children older than the early years age group.

The nursery is open Monday to Friday 08.00 to 18.00 all year round, with the exception of bank holidays and one week at Christmas. The nursery is registered by Ofsted on both the Early Years Register and the compulsory part of the Childcare Register. There are currently 31 children on roll who attend for a variety of sessions, all of whom are within the Early Years Foundation Stage.

The nursery is a member of the Pre-School Learning Alliance and employs nine staff, eight of whom have relevant early years childcare qualifications at levels 2 or 3 and one is a qualified nurse. A qualified teacher also works two days a week with the three- to five-year-old children.

Overall effectiveness of the early years provision

The nursery provides a welcoming and homely environment where staff use their knowledge of children's individual needs effectively to promote all aspects of their learning and welfare. Children are kept safe. They develop good relationships with the staff and they are offered a wide range of activities which help them to make good progress in relation to their age and ability. The manager and staff team have a clear understanding of the nursery's strengths and weaknesses and have identified areas for improvement, such as the planning of activities, but these have not yet been implemented in some areas. The partnership with parents and carers is good and contributes very effectively to ensuring all children's needs are met. Links with other settings the children also attend have not yet been fully developed.

What steps need to be taken to improve provision further?

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

- continue to develop the planning to reflect children's interests and the next steps in their learning, particularly in the baby room
- continue to develop the partnership with providers of other settings the children attend
- continue to develop the systems for monitoring the quality of the provision.

The leadership and management of the early years provision

The nursery is well organised and managed. The friendly staff team work very well together and have a good understanding of their role and responsibilities. They carry out their duties diligently which means children receive good care and attention. All children are welcome to attend whatever their social, cultural or religious background and good systems are in place to gather important information about their individual care needs, routines and interests. For example, children's routines for sleeping, feeding and nappy changing are clearly displayed in the baby and toddler rooms so any new staff can easily refer to these. Children with learning difficulties or disabilities or whose first language is not English are very welcome to attend and effective systems are in place to ensure they are well supported.

All of the required policies and procedures are in place for the efficient management of the nursery, and effective safeguarding procedures ensure that children are well protected. Thorough recruitment and vetting procedures mean they are cared for by suitable people, with effective induction and appraisal procedures in place to monitor their continuing suitability. Detailed risk assessments are undertaken on the premises and for outings and there are good systems in place to ensure the premises remain secure at all times. These are understood and followed vigilantly at all times by the staff.

The quality of the provision is monitored effectively, with all staff fully involved in the development of the nursery. For example, they are all keen to attend training to further their professional development and improve their practice. Recommendations from the previous inspection have been successfully implemented and additional improvements have also been made to the outdoor area and the documentation in particular. Staff have started to make use of the Ofsted self-evaluation form but this is not yet fully implemented.

Staff give high priority to establishing and maintaining good relationships with the parents and carers to ensure children's needs are met effectively and that they are fully involved in their child's learning. Daily diaries keep them well informed about the children's care and the activities they have enjoyed and parents use these to make their own comments and pass on information. Parents are provided with good information about how to support their child in learning phonics, for example, and they are encouraged to add their observations of their child's learning at home to their records of progress. Regular newsletters, the many photographs displayed throughout the nursery and the daily liaison with staff also contribute to the positive relationships.

The quality and standards of the early years provision

The nursery provides a very welcoming, colourful and stimulating environment where children have access to a wide range of interesting resources to support their learning and development. Procedures to prevent cross-infection are very good and children are well supported in learning how to manage their own health and

hygiene. For example, the older children know they must wash their hands before eating and after toileting to prevent the spread of germs. Children enjoy being outside in the fresh air and confidently use a range of resources which help them to develop good control of their bodies. They enjoy the healthy nutritious meals, which are cooked on the premises, and the social experience of sitting and eating together.

Staff are confident in using conversational questioning to challenge children and to move them on in their development. They delight in children's achievements, which motivates the children further. For example, they are particularly proud of the children's gardening achievements and the care and interest they have taken in planting, nurturing and harvesting the various fruit and vegetables. The systems for assessing children's progress are effective in tracking their development. All staff are skilled in observing children as they play. They know what interests children and staff in the pre-school room use this knowledge very effectively in planning the programme of activities and in extending each child's learning and planning for their next steps. Plans are in place to use the same system in the baby and toddler rooms but these have not yet been fully implemented.

All children are relaxed, confident, behave very well and enjoy their learning. Babies thoroughly enjoy exploring the colours and sounds of the various resources and the toddlers have lots of opportunities to join in with rhymes and songs to develop their communication skills. The older children share and take turns very well as they play board games and use the 'feely bag' and they listen politely and attentively at group time. They use books carefully and enjoy taking on responsibility. For example, they readily help at 'tidy up time' and thoroughly enjoy being the 'helper' at mealtimes. They follow established routines, such as not running inside, which helps to develop their understanding of keeping safe.

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?	Good
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 B: the Childcare Register

The provider confirms that the requirements of the compulsory 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.