

Moortown Day Nursery

Inspection report for early years provision

Unique reference number	EY282992
Inspection date	18/09/2008
Inspector	Thecla Grant / Liz Whitehead
Setting address	C/o David Lloyd Leisure Club, Tongue Lane, Leeds, West Yorkshire, LS6 4QW
Telephone number	0113 2369931
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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 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

Moortown Day Nursery and crèche registered in 2004 and is part of a chain of nurseries owned by Asquith Court Nurseries Limited. The nursery is situated in the David Lloyd leisure club in the Moortown area of Leeds. The setting is registered to provide care for a maximum of 76 children at any one time. The nursery operates Monday to Friday, 51 weeks of the year excluding bank holidays, from 07.30 to 18.00 and the crèche operates Monday to Friday from 09.00 to 17.00, Saturday and Sunday from 10.00 to 12.30. Children attend from the local and surrounding areas.

There are currently 120 children on roll. Of these, 13 children receive funding for nursery education. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 30 members of staff. Of these 23 hold appropriate early years qualifications, six staff are working towards a qualification.

Overall effectiveness of the early years provision

Children are happy and confident and share good relationships with the staff who value them as individuals. The nursery has developed sound links with the local authority regarding training and receives effective support from within their organisation. They successfully work in partnership with parents to promote children's care and learning.

Children's welfare is appropriately promoted although visitors' access to the premises is not effectively monitored. Additionally, systems for labelling babies bottles are not always implemented.

All children are suitably included and resources well organised to enable children to independently access them. However, children with English as an additional language are not always fully supported.

All children make satisfactory progress in their learning and development towards the early learning goals. Systems to access and monitor the strengths and weakness of the provision are not always rigorous.

What steps need to be taken to improve provision further?

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

- ensure that all activities are purposeful and appropriate for the ages of children
- develop the outdoor area to enable children to explore the features of the natural environment
- implement systems to fully record children's starting points and to support

- children with English as an additional language
- implement systems to ensure all bottles of milk are clearly labelled and inaccessible to other children
- improve security with regard to visitors' access to the premises and ensure an accurate record of visitors is maintained.

The leadership and management of the early years provision

All adults are well deployed throughout the day and lunch time cover is available. As a result, ratios are appropriate. Children have good opportunities to go on outings in the local community through the use of risk assessments; practitioners appropriately take action to manage or eliminate risks.

Procedures are in place to ensure all staff are suitable to care for children. Practitioners have a clear understanding of the procedures for safeguarding children and each practitioner's file includes their vetting status. Systems to ensure newly vetted practitioners are supervised during nappy changes are in place. However, this practice is not constantly implemented. The nursery makes sure a high percentage of their workers are suitably qualified for their post and good opportunities are now in place for training courses and workshops. Although practitioners are keen to improve and show an eagerness to become fully involved in the self assessment of the provision, the self evaluation form has not yet been completed.

The nursery further promotes the monitoring of the setting by involving the parents. For example, parents are given questionnaires to comment on their thoughts about the nursery. Parents are aware of their children's profiles and learning journals and are invited to parent days and evenings during the year. As well as this, the nursery has a certificate of accreditation.

All recommendations from the last inspection have been implemented. The manager has made further improvements in the setting. For example, the nursery has been refurbished and more resources are in place. As a result, improvements have had a positive impact on the early year's provision and outcomes for the children.

Practitioners ensure that activities are effectively organised to enable all children to independently access them. For example, a number of large floor level sand trays are available that children can sit and stand in. Suitable systems are in place to promote inclusion. For example, an inclusion worker is in place and regularly updates her training, she has devised a comprehensive folder of clear information regarding inclusion. Older children attending who have English as an additional language have their needs met through the provision of familiar words provided by their parents. However, this system has not yet been implemented for the younger children. Training for inclusion for all practitioners is not in place.

Most records required for the safe and efficient management of the early years provision are effectively maintained.

The quality and standards of the early years provision

Children are developing firm friendships and older children seek out their peers to play games and share experiences. Most children enter the nursery excitedly and show enthusiasm for the activities on offer. Practitioners are fully aware of less confident children and quickly offer comfort and reassurance to them and their parents. Good working relationships with parents enable children to enjoy their time at the nursery.

All children show curiosity and are eager and motivated to learn. However, activities are not always well planned or appropriate for children's ages. For example, the activity of baking cheese scones was mainly adult led; resulting in young children missing out on many opportunities to participate fully. As a result children quickly became restless and left the activity.

Older children have good opportunities to 'link sounds to letters', by sounding out the first letter of their name. Children have many opportunities to see numbers in every day play. They enjoy independently accessing a good range of resources which promote mathematical ideas and concepts. For example, at lunch time children help to set the tables and count out how many knives and forks are needed.

Younger children also have opportunities to learn about shapes through many activities. Such as, gluing and sticking activities, shape sorters and jigsaw puzzles. The areas of learning are appropriately seen throughout the nursery. Although quantities of sand and water are not sufficient to support children's learning relating to volume and capacity.

Practitioners are aware that babies learn through hands on experiences. As a result, their physical and emotional needs are well met. Babies easily access the resources in their well thought out play room, as a result, their independence is promoted.

Children have many opportunities to express themselves creatively. For example, through painting and mark making. There are few examples of children's art work displayed in the rooms, which does not encourage children to value and take pride in their work. Children are encouraged to become confident decision makers and most ages of children independently move between indoors and outdoors. However, activities are duplicated in this area, which limits children's opportunities to explore the natural outdoor environment.

There is an appropriate range of adult and child led activities, which are identified from individual children's interest. Basic daily observations and assessments for key children are in place. However, not all include children's starting points. As a result, children's progress is not always effectively recorded.

Children have a suitable understanding of safety, health and bodily awareness. For example, older children are able to discuss the procedures for the emergency

evacuation plan. Younger children recognise when they are tired and practitioners respond appropriately to meet their needs. Older children are becoming aware of the effect that exercise has on their body and state they are tired now as they have been riding a bike. All children independently access their named drinks of water.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met