

# The Quays Private Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY373834

**Inspection date**

17/11/2008

**Inspector**

Julie Firth

**Setting address**

237 Thelwall New Road, Grappenhall, WARRINGTON, WA4  
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**Telephone number**

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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).

## **Description of the setting**

The Quays Day Nursery is one of four day care settings managed and owned by a private provider. It opened under the current ownership in 2008 and operates from a two storey purpose built premises within the Grappenhall area of Warrington. The nursery serves children who live in the local and surrounding area.

The nursery is open Monday to Friday from 07.30 to 18.00 all year round, except for the period between Christmas and New Year and all Bank holidays. The nursery is registered to provide care for 68 children aged under five years. There are currently 86 children on roll who are included in the Early Years Register. The nursery also supports children with learning difficulties and disabilities and those who have English as an additional language.

There are 19 members of staff, who work with the children of whom 13 hold an early years qualification. The operational manager is undertaking an Early Years Degree. There is a cook on the premises. The nursery receives support from Warrington Sure Start.

## **Overall effectiveness of the early years provision**

Children are happy, settled and thoroughly enjoy the time that they spend at the nursery. The setting have recently developed effective systems in relation to self-evaluation to help them to monitor the service provided. They are identifying key strengths and areas for development. Planning and assessment are not yet fully embedded throughout the setting, therefore, there are gaps identified in some areas of learning. A strength of the nursery is the commitment to continual improvement and staff motivation since registration. Staff focus on meeting the needs of each child and this is particularly good in relation to health and safety. Positive relationships have been established with parents. Inclusion is generally well promoted within the nursery. Links with the schools and transitional arrangements are to be reinforced with the new management team.

## **What steps need to be taken to improve provision further?**

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

- continue to plan focussed activities and develop assessments to monitor children's progress
- further develop staff's knowledge of the early years foundation stage
- continue to use the systems for identifying strengths and areas for improvement to raise the quality of care and education

## **The leadership and management of the early years provision**

Robust induction recruitment and selection procedures are in place to ensure that staff are appropriately vetted and their suitability assessed. A conscientious and enthusiastic staff team are supported in respect to their own professional development. A comprehensive appraisal system is to be introduced for all staff. Children's welfare is supported through the key person system, together with adult-child ratios consistently being maintained and effective deployment of staff. Good risk assessments are in place for the premises, toys and equipment. However, policies and procedures for the nursery are currently being updated to adhere to current legislation. Staff have a secure understanding of procedures to follow if they have concerns about a child.

A friendly, atmosphere is displayed throughout the nursery. The management team have recently started to self monitor their practice and are in the process of involving staff in this process. The organisation of resources mainly support children's independence whilst promoting their welfare and well-being. However, new rooms plans are to be implemented and staff are in the process of reorganisation in some of the areas to enable children to extend and enhance their learning. There is a clear awareness of safety amongst the staff, who effectively and instinctively manage or eliminate risks.

Parents are very pleased with the care given to their children and receive detailed information about the setting, policies and procedures. Written and verbal feedback at the end of the session, detailed newsletters and notice boards keeps parents fully informed about their children's routines and activities. Information is sought prior to admission regarding their starting points and information from parent's questionnaires is monitored regularly. They are welcomed into the nursery at all times to observe their children's learning journals.

## **The quality and standards of the early years provision**

Staff have a growing awareness of the Early Years Foundation Stage Curriculum and children make steady progress towards the early learning goals. Staff are currently working towards incorporating children's interests and implementing the new planning. Key workers make general observations of children as they play. However, planning of focussed activities are in the early stages indicating gaps in the six areas of learning. This results in the more able children not challenged in some areas of their development. Staff are beginning to track children's progress towards the early learning goals and are in the process of implementing a new system for assessment. Further training is planned for all staff to enable them to contribute towards the process.

Children have a strong sense of belonging within the nursery. A balanced range of resources are accessible to the children. Toys and equipment in the baby areas are attractively laid out to enable young children to crawl and reach out for them. The staff are beginning to plan continuous provision around the nursery and have made some progress since registration. However, in some rooms this is not fully

developed and limits opportunities for children to consolidate their learning.

Children share warm relationships with staff. Younger children receive lots of hugs and cuddles from their carers and interact well with each other. Children are polite, well behaved and staff act as positive role models. Children are provided with a wide range of interesting and enjoyable activities which contribute towards their economic well-being. For example, they identify colours and develop their computer skills as they navigate around the screen using the mouse. They thoroughly enjoy joining in messy and creative activities which are readily available throughout the day. They have access to glitter, create friezes, collage, gloop, jelly spaghetti, paint, sand and water, shredded paper and items in the treasure basket. They enjoy the different sounds of musical instruments and a recent visit from a music teacher introducing sound and movement. Staff provide some opportunities for the children to use numbers, to count, sequence and match. They gain an understanding of time as they make their own clock. Children sit and listen to a story and take home a library book. They learn how to hold a pencil correctly as they have opportunities to trace and write letters of their name, and the area in which they live in. Some resources and activities are provided for children to understand the wider world. They learn about the Jewish community and different countries where they visit for a holiday. Older children ice biscuits, look at bugs and think about what makes a rainbow. They take nature walks in the local community.

Children benefit from the use of the outdoor play areas where they use large equipment and participate in parachute games to promote their physical skills. They gain good special awareness as they move on bikes and scooters. They handle tools with control when manipulating play dough and confidently use scissors as they cut out during craft activities.

The children are happy and relaxed and this is reflected in their behaviour which is managed sensitively and positively by staff. Furthermore, they work close with the outside agencies to meet children's individual needs. Meals are well balanced, nutritious and are freshly cooked on the premises each day. Children learn how to manage their own health and hygiene. They are beginning to independently manage their personal care in the bathroom and activities and discussion support their understanding of good habits. A healthy lifestyle is encouraged through activities, exercise and nourishing snacks. Risk assessments and vigilant supervision are highly effective in enabling staff to keep children safe. The premises are safe, secure and children are learning about keeping themselves safe, for example, not running indoors and using tools and equipment safely.

## 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

|   |   |
|---|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 3 |
| How well does the provision promote inclusive practice?   | 3 |
| The capacity of the provision to maintain continuous improvement.   | 2 |

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 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?  | 2 |

### Quality and standards

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 3 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 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?   | 3 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 3 |

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](http://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**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.