

Willow Park Day Nursery

Inspection report for early years provision

Unique reference number	EY374168
Inspection date	11/11/2008
Inspector	Alexandra Cole
Setting address	Willow Street, SOWERBY BRIDGE, West Yorkshire, HX6 2BU
Telephone number	01616 268 151
Email	
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

Willow Park Day Nursery opened in 1999. It is privately owned and managed by a new owner, who took over in 2008. It operates from three rooms on the ground and lower floors of a converted chapel in Sowerby Bridge, Halifax. The nursery serves the local area and is registered to care for up to 54 children under the age of eight years and is currently caring for 43 children that attend for a variety of sessions. Of these, 10 children are in receipt of early education funding. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery opens five days a week all year around, with the exception of bank holidays and one week at Christmas. Sessions are from 07.30 until 18.00. There are eight full-time and two part-time members of staff working with the children. The majority of the staff hold an appropriate childcare qualification and the setting receives support from the local authority.

Overall effectiveness of the early years provision

Children are making satisfactory progress towards the early learning goals and their welfare is well promoted. They are happy and settled at the nursery and reasonable steps are taken to monitor their developmental progress. The provider generally assesses the setting's strengths and weaknesses and has a positive attitude to improvement. Children are recognised as individuals and parents are encouraged to share in their child's learning.

What steps need to be taken to improve provision further?

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

- ensure the system of observing and assessing children's development is consistent and that these observations are matched to the expectations of the early learning goals
- develop a system of evaluating the quality of the provision to ensure that the individual needs of all children are met.

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

- ensure parental permission is requested for seeking emergency medical treatment for each child in attendance (Safeguarding and promoting children's welfare) 11/11/2008
- ensure all supervisors hold a full and relevant qualification at level three (Suitable people) 25/11/2008

The leadership and management of the early years provision

Effective systems are in place to ensure children are fully protected. The staff have a good knowledge and understanding of their role towards child protection and are able to put relevant procedures into practice. Policies and procedures required for the safe and appropriate management of young children are in place and contain most of the required information. However, written permission for the seeking of any emergency medical treatment has not been requested for all of the children in attendance, which is a breach of requirements. Most of the qualification requirements are met and clear and robust procedures are in place for recruiting and vetting new staff. However, all supervisors do not hold a qualification at level three, which is a breach of requirements.

Children are cared for in a welcoming environment where they are able to self-select from a suitable range of toys and equipment. Young children enjoy listening to the music playing in the baby room and make gestures to ask staff 'where has it gone' when a song finishes. Regular risk assessments are undertaken to ensure children are able to play in an environment that is safe and suitable for its purpose. Entrance to the premises is safe with a secure entry system and the fire evacuation procedure is practised regularly. This ensures children understand the course of action to take in an emergency.

The provider has a positive attitude to improvement and plans are in place to enhance the quality of the provision. For example, the provider has identified improvements in relation to younger children's access to outdoor play. Plans include to provide a canopy over this area in order to allow children to play outside in the fresh air, regardless of the weather conditions. Reasonable systems are in place to assess the setting's strengths and weaknesses but insufficient attention is given to monitoring the day to day practices in the nursery. For example, some routines are carried out that give limited consideration to ensuring all children's needs are met.

Parents are kept well informed of nursery activities through the provision of a termly newsletter. Partnerships are positive and parents are regularly invited to look at their child's developmental record. They are invited to make comments on their child's development in the file which keeps them well informed of their child's progress. Parents of younger children are given important information regarding their child's personal care, promoting continuity of care.

The quality and standards of the early years provision

Children are making satisfactory progress in all areas of learning and development. They are happy and settled and fully involved in their play. The environment is suitably set out in clearly defined areas and children have plenty of space to move around freely. Children's health is well promoted through regular access to outdoor play and healthy eating activities. For example, the pre-school children have grown their own vegetables. Snack time effectively supports children in making healthy choices as they are able to select from a wide range of healthy foods. The

provision of individual bottles of water that are stored attractively ensure children remain continuously hydrated.

Children self-esteem is promoted through the staff's suitable use of praise and support. Children are confident in the setting and are learning independence and social skills. They are able to carry out self-care tasks, such as blowing their noses and disposing of the tissue safely and putting on their coats for outdoor play. Children recognise their achievements and comment that 'Daddy will be really pleased that I have put my own coat on'. Children have good levels of concentration and spend time investigating 'gloop' and successfully completing jigsaws.

Although the staff work hard to monitor children's progress and undertake observations in order to assess at what stage of development they are at, the observations are not consistent and do not always match the expectations of the early learning goals. Children develop their creativity as they enjoy dressing up and looking in the mirror to see what they look like. Their awareness of calculation is promoted through activities, such as singing 'five little frogs' and counting how many frogs they have left.

Staff ask children suitable questions in order to make them think, such as if sprouts are a fruit or a vegetable. Children develop skills in information communication technology as they have access to the computer whenever they wish. This time is also used as a tool to encourage children to take turns when an egg timer demonstrates when it is time to let another child have their turn. Staff recognise when children are tired or hungry and respond appropriately to these needs. For example, lunchtime is brought forward because babies are tired so that they are nourished before they go to sleep.

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?	2

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?	2
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

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 registration.

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.