

Dunky's Day Nursery (Widnes)

Inspection report for early years provision

Unique reference number EY378027
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Inspector Wendy Brooks

Setting address 24 Greenoaks Way, Morrisons Shopping Mall, Widnes,
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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

Dunky's Day Nursery (Widnes) has been open since 1997, but re-registered in 2008 following a change in the registered provider. The nursery operates from a unit situated on the first floor of Green Oaks shopping centre in Widnes, Cheshire. The nursery can be accessed by stairs and elevator. Children are cared for within three areas according to their age. There is no outside play area available, but children have use of a large indoor activity centre for physical play and regular outings are undertaken within the local area. The nursery receives funding to provide nursery education. It opens each weekday, from 08.00 until 18.00, for 52 weeks of the year.

The setting is registered on the Early Years Register. A maximum of 45 children aged from birth to under five years may attend the nursery at any one time. The nursery employs 10 staff including the manager. All staff hold appropriate early years qualifications. The nursery has established effective partnerships with the local Children's Centre and local primary schools.

Overall effectiveness of the early years provision

Children's welfare and development are promoted successfully by the nursery as staff have a clear understanding of each child's interests and levels of development. Children's security and safety is given high priority at all times. Extremely effective partnerships with parents, carers and other agencies enable the setting to meet individual needs. The management team identify any priorities for future development within the provision and take steps to make these improvements, which has a positive impact on the care provided for children.

What steps need to be taken to improve provision further?

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

- extend the use of positive images of diversity displayed around the setting to enhance children's understanding of the wider world
- develop the fire drill record to enable details of practices to be recorded including any problems encountered and how they were resolved

The leadership and management of the early years provision

Through the use of clear, detailed policies and extremely robust systems which are in operation at all times, the nursery ensures that children's welfare is promoted effectively. Several members of staff have undertaken training in relation to safeguarding children and a designated member of staff is in place to deal with child protection concerns. All staff undergo checks for suitability and the management team take steps to ensure that ongoing suitability of staff members is maintained. A complaints record is in place and the detailed complaints procedure

is shared with parents. A suggestions box is readily available in the entrance area to allow parents to share any comments or complaints should they wish.

Extremely effective partnerships with parents, carers and other agencies ensures that all children's needs are met. Parents and carers are provided with an informative welcome pack when children first attend the nursery and regular opportunities for discussions with staff ensure that parents are knowledgeable about the development their children make during their time at nursery. Children's learning is extended at home as staff send newsletters regarding special events in the nursery and activities for parents to complete with their children. Parents are asked to provide information regarding children's interests and development levels when children join the nursery which is used by staff as starting points to inform planning for appropriate activities. Parents are also asked to update children's achievements and interests every six weeks during their time at nursery so that staff can ensure all children's needs are met. Partnerships with other local settings ensure that transitions are as smooth as possible for the children involved and that appropriate information is shared to support children's learning and development.

The management team are aware of the benefits of evaluating the provision and have experience of reflecting on their own practice as part of the recent accreditation process they have undertaken. Staff and parents are asked to contribute to the evaluation process and information is used to make changes which have a positive impact on children's care. Recent changes include new flooring throughout the nursery and additional equipment to make the creative area more accessible to young children. Plans are in place for changes to the layout of the nursery to improve the provision for staff and children.

The quality and standards of the early years provision

Children are cared for in three areas within the nursery depending on their age. Each child is assessed on an individual basis before they move into the next room to ensure they are ready emotionally and physically. Key workers support children during the transition period which is a gradual process, ensuring each child's needs are catered for. Resources and equipment are set out to enable children of all ages to access toys and activities independently. Babies and young children develop their confidence as they can select from age appropriate resources stored in clear plastic boxes and babies take great delight in tipping out the contents before putting each item back into the box. Toddlers become engrossed in a free painting activity, exploring the texture of the paint on their hands and the paper and experiment with mixing the various colours together. All children are provided with a selection of adult guided and child led activities ensuring children's development is promoted across the six areas of learning.

Staff carry out regular observations and assessments of the children in their care. The information gained from these observations is used by key workers to inform planning for appropriate activities to enable children to take the next steps in their development. For example, after observing children using an empty storage box to climb into and move around during their play, staff provided a selection of different sized boxes for children to explore which enabled them to develop their

imagination and creativity. Staff have a flexible approach to their planning to ensure that activities can be adapted to meet children's interests. Each day, older children are asked what they would like to do which is taken into consideration when setting up activities. Children become confident communicators and are encouraged to develop their skills in writing, reading and counting during their everyday play. This promotes children's economic well-being and enables them to make good progress towards the early learning goals.

The well-organised environment ensures that the provision promotes positive outcomes for the children who attend. Children develop a clear understanding of keeping themselves safe, for example, they are involved in regular fire drills which helps them to understand what to do in an emergency. The date of each practice is recorded and staff are clear about the procedure to follow. However, details of each evacuation are not currently recorded to enable staff to make amendments if needed. Effective procedures regarding illness protect children from cross infection whenever possible and medication and accident records are accurately maintained. Children develop an understanding of keeping themselves healthy, for example, washing hands at key times and children clean their teeth and wash their faces after lunch. The nursery provides healthy snacks, such as fruit and toast and drinking water is readily available to children. Parents provide children's meals in lunch boxes and the nursery recommends appropriate nutritious foods to bring.

Due to the location of the nursery, an outdoor area is not available for children's use. However, a large indoor play area within the nursery is used on a daily basis which provides plenty of opportunity to develop physical skills. Children take part in visits within the local environment and have opportunities to go to the park, library and other areas of interest. Children enjoy collecting sticks, leaves and other natural resources as part of an activity linked to a story they are familiar with. Staff are beginning to consider other ways in which children can explore the outdoors during their time at nursery.

Children are provided with a selection of resources and activities which enable them to learn about the wider world. Staff plan activities around various special events which are important to the children who attend the nursery, such as family weddings and cultural events which help children to understand and respect each other's individual background. Some religious and cultural events are celebrated, such as Chinese New Year, Christmas and Halloween. The nursery encourages children to respect diversity, although the limited visual resources displayed within the nursery setting do not fully promote children's understanding of others.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 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.

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.