

The Louisa Nursery

Inspection report for early years provision

Unique reference number	EY360773
Inspection date	14/10/2008
Inspector	Sharon Greener
Setting address	The Louisa Centre, Front Street, STANLEY, County Durham, DH9 0TE
Telephone number	01207 218880
Email	s.laverick@derwentside.gov.uk
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 Louisa Nursery opened in 2000. It operates from three playrooms and associated facilities, located on the fourth floor of the Louisa Leisure Centre. The premises are accessed at ground level with stairs and a lift, giving access to the nursery. It is located in the centre of Stanley, County Durham. The nursery is opened each week day from 08.00 until 18.00 for 51 weeks a year.

They are registered on the Early Years register for a maximum of 36 children at any one time. There are currently 68 children from six months to four years old on roll. Of these, 24 children receive funding for early years education.

The nursery employs 12 staff. All staff except one member of the team, hold an appropriate early years qualification.

Overall effectiveness of the early years provision

Children are acknowledged and respected as individuals and their needs are very well met. Effective systems to establish the individual abilities and preferences and the uniqueness of each child are in place, consequently, children make very good progress. They are cared for in a safe, secure and very stimulating environment where they are able to explore, investigate and become independent. Staff show a genuine commitment to the continued development of their skills and practice. They work particularly well with parents, other agencies and professionals, to ensure every child is able to reach their full potential.

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 systems of recording the individual progress of children and ensure that parents are able to fully understand the index and cross referencing methods used by staff
- ensure that the door leading into the staff toilet area is appropriately secured at all times.

The leadership and management of the early years provision

The required policies and procedures are in place. Staff have a very clear knowledge of these, especially in relation to safeguarding children from harm. Suitable recruitment, vetting and induction procedures are in place and the ongoing suitability of staff is appropriately monitored. In general safety is very good. Staff show a clear understanding of related policies and procedures, such as, the collection of children and a lost child. Security is very good, for example, an electronic lock secures the entrance into the nursery and only staff have the entry code. Staff are vigilant and they ensure that students are supervised closely and

that visitors are screened and do not have unsupervised contact with children. However, the door leading into the staff toilet is not always secured. Staff qualification requirements and ratios are very well maintained. Staff are effectively deployed and work efficiently together as a team. They benefit from annual appraisals, regular supervision sessions, frequent team meetings and an open and supportive management style. Staff have access to relevant training opportunities and they are keen to continue to develop their knowledge and very good practice. Records are up-to-date and very well organised. However, parents are not provided with information about the cross referencing system used, to record some details of the developmental progress of very young children. Effective methods for the assessment of the provision are in place and involve the provider, management, staff and parents. Strengths and areas for development are clearly identified and action plans collated. The setting shows a real commitment to the continuous improvement of the service, care and education provided.

Staff establish very good links with other providers, to ensure children's progression and continuity of learning. For example, nursery managers regularly attend cluster group meetings with managers from various other settings delivering the Early Years Foundation Stage, to discuss relevant issues and share information. Staff exchange visits between settings. Pre-school children are able to visit their new schools supported by nursery staff. Parents are given ample verbal feedback and some written information about children's daily activities. Regular review meetings ensure that they receive good quality information about their children's progress and development, including a copy of the report produced by the key worker. Parents are asked to give written feedback following reviews. Newsletters, displays and notice boards are used very well, to share information with parents. They are encouraged to support their children's learning, by continuing some activities provided in nursery at home. Staff keep parents very well informed of any particular activity preferences and interests children may have in nursery, to enable them to work in harmony together.

The quality and standards of the early years provision

Staff work very well with parents, to ensure that children's individual needs are met effectively. For example, the sensitive manner in which staff admit and induct children into the nursery. Parents receive ample information about the service and receive copies of policies and procedures. They are encouraged to contribute to their child's developmental records. Parents attend social events at the nursery and may accompany their children on organised outings. Support provided for children who speak English as an additional language is very good. For example, staff obtain keywords in children's home languages from parents, to enable them to communicate more effectively with the children. Links have been made with the Local Authority, to translate documents and to source interpreters as required. Very good procedures for supporting children with learning difficulties and disabilities are in place. Staff liaise effectively with other agencies and professionals, such as speech therapists and teaching staff. Secure information about children's individual abilities and needs is very well documented and gleaned, via the skilful ongoing observation methods used by staff. They have a clear understanding of children's current stages of development, the next steps to be taken to help them to progress

and the identified learning and developmental goals for each child. Children's learning and development is enhanced greatly, by the very good use of questioning by staff, to stimulate and extend children's thinking and nurture problem solving skills. Staff are highly motivated and enthusiastic in their implementation of the Early Years Foundation Stage, which is used effectively. This has a positive impact on children's learning and development and they make very good progress in all six areas of the early learning goals.

Staff are genuinely interested in what children do and say. This is shown in way they respond warmly to children whilst supporting, encouraging and challenging them. Very well informed planning ensures that children have access to a rich variety of purposeful activities and learning experiences. Playrooms are very well resourced and particularly well laid out, to enable children to move freely within the constraints of safety. Their decision making and self-help skills are effectively promoted through the very child-orientated environment that allows them to explore and discover. Staff use age appropriate tactics very well to manage children's behaviour, which is very good. Standards of hygiene are high. Good role modelling by staff and regular routines encourages children to adopt suitable hygiene practices. Healthy eating is promoted and meals and snacks are nutritious. Children have access to fresh drinking water and are offered drinks at regular intervals. Older children show an emerging awareness of healthy foods. This is enhanced by activities, such as tasting food from different countries, cookery activities and planting and tending herbs and vegetables. Staff recognise the benefits children gain from fresh air and exercise. Each day children have free access to the outdoor play area, unless the weather is very poor. Outdoor play space is used purposefully, to promote and enhance children's physical development and to offer additional learning opportunities. A very good range of resources, including a designated sand area and a sensory area are provided. Physical activities indoors includes a daily gentle warm-up exercise session and a weekly visit from an external coach, to further promote children's physical development. Children are able to rest and sleep, according to their own needs. Suitable safety equipment is in place. Daily risk assessments are completed and recorded. Regular fire drills are carried out, electrical equipment is checked regularly and records are kept.

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 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.