

Church Lane Day Nursery

Inspection report for early years provision

Unique reference number	EY310749
Inspection date	01/10/2008
Inspector	Heidi Falconer
Setting address	Church Lane, Papworth Everard, Cambridge, Cambridgeshire, CB3 8QT
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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).

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

Church Lane Day Nursery opened in 2001 and has been operated by Wigwam Nurseries Ltd from 2003. It is one of three nurseries owned by the company. It operates from a purpose built building close to Papworth Hospital, in Papworth Everard, Cambridgeshire. All of the premises is at ground floor level, with the garden being accessed by a ramp.

A maximum of 52 children may attend the nursery at any one time. There are currently 79 children from 8 months to 4 years on roll. Children attend for a variety of sessions. The group supports children who speak English as an additional language. The nursery opens Monday to Friday for 52 weeks of the year, excluding bank holidays. The nursery opens from 06:45 to 18:30. Children are able to attend for a variety of sessions. This provision is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The setting employs 15 members of staff who work directly with the children, of these, 12 hold early years qualifications and two members of staff are working towards a qualification. The setting receives support from a teacher/mentor from the Early Years development and Childcare partnership.

Overall effectiveness of the early years provision

Children are supported well by an enthusiastic staff team who work together effectively to promote their welfare and learning. Children's safety at the setting is given a high priority and good safeguarding procedures are in place. Children develop warm and affectionate relationships with the staff who support them well in activities. The leadership and management of the setting is a key strength. The manager and the owner work with staff, consistently evaluating the provision and striving to improve the experience provided for the children. Partnerships with parents' are good. However, the setting has yet to develop relationships with other settings delivering the Early Years Foundation Stage, such as the local pre-school and childminder's. Inclusive practice is promoted well at the setting. Children have opportunities to develop positive attitudes to people who are different from themselves and the staff are beginning to support children from diverse linguistic backgrounds.

What steps need to be taken to improve provision further?

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

- continue to value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning
- develop links with all others settings providing for children in the Early Years Foundation Stage.

The leadership and management of the early years provision

The nursery manager and owner provide strong and effective leadership. Staff work well together as a team and are focused on providing a safe environment where children feel secure, happy and make progress in their learning. There is a strong emphasis on raising standards and improving the provision. Self-evaluation is good. Regular monitoring of provision by the manager and the owner effectively identifies priorities for improvement. The setting is currently working on improving the systems for planning and assessment to ensure that they continue to identify and plan for children's individual needs. For example, they are currently looking at further ways in which they can ensure that children who speak English as an additional language have opportunities to hear their home language in their play and learning.

Children's welfare is safeguarded. Safe recruitment practices are consistently implemented and thorough checks are carried out to determine the suitability of all new staff. Until these checks are complete adults are never left alone with the children. Clear child protection policies and procedures are in place and known by staff.

The setting builds strong relationships with parents to ensure that there is a good flow of two-way information. Parents are well informed about their child's progress and achievements, and they have regular opportunities to share what they know about their child. In addition, to formal parent's evening, parents are able to book time to speak to their children's key person on a more informal basis each month. The setting have a positive attitude to liaising with other setting's delivering the Early Years Foundation Stage, although they have yet to set up a system to make links with these settings'.

The quality and standards of the early years provision

Staff plan and provide a wide range of activities and experiences which are appropriate to each child's stage of development as they progress towards the early learning goals. Planning takes place on a daily basis and is focused on extending children's interests. For example, when children arrived at the setting with conkers the staff incorporated these into the day's activities, thus extending children's interest. This supported children's curiosity and gave them opportunities to explore them in different types of media, such as foam, dough and water. Staff undertake regular observational assessments which enable them to plan to meet young children's individual needs.

Children have daily opportunities to share and enjoy books, rhymes and songs. In each room they have free access to books and regularly choose this as an activity sometimes sharing books with staff and friends. Staff create a stimulating learning environment where children of all ages can access resources independently. Babies enjoy crawling into a hexagonal mirror where they observe themselves from above, below and from the sides. Staff place resources inside the triangle to give children opportunities to observe multiple reflection, thus creating an enticing place for them

to crawl into. Visitors to the setting help children to learn about the world around them, they have recently had visits from the police and a health practitioner who helped them to learn some basic emergency first aid.

The key person system works well in practice. Staff gather detailed information about their children's likes and dislikes, which gives them a broader understanding of their needs. This allows them to adapt and plan activities and routines to ensure that children's individual needs are met. For example, at mealtimes, staff are able to offer additional support and encouragement to children who find mealtimes difficult. All staff are attentive, responsive and affectionate with the children.

Children are provided with a good range of meals, snacks and drinks, which are healthy, balanced and nutritious. Practitioners obtain, record and act on information from parents about child's dietary needs and there are effective systems in place to ensure that these needs are met. For example, children who have allergies are served their meals in red bowls, and the food is clearly labelled with the child's name. Through discussions with staff, children are learning about food which is good for them. Risk of accidental injury to children is minimised as staff are vigilant and use thorough risk assessments to reduce potential hazards. The premises are kept secure at all times and staff carefully monitor access to the setting, taking care to verify the identity of visitors. Children are learning to keep themselves safe, as they play 'fire-fighters' in the role-play area, they talk of the need to call '999' to call the fire engine.

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 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

Since the last inspection, there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet legal requirements.

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.