

Court House Day Nursery

Inspection report for early years provision

Unique reference number EY370589
Inspection date 17/10/2008
Inspector Timothy Butcher

Setting address Court House Day Nursery School, 270 Wells Road,
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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

The Court House Day Nursery was registered in 2008 under this registration and is located in a residential area of Knowle, Bristol. It is a privately owned company and operates from the ground floor of the converted property. Children are grouped in four main areas, according to age. Children have access to fully enclosed outside areas. Access to the property is flat and is all on one level.

The nursery is open each weekday from 07.30 to 18.00 all year except for Bank holidays and Christmas. Children attend from the local and wider community and attend for a variety of times. There are 14 members of staff who work with the children, 13 of whom hold appropriate early years childcare or teaching qualification. One member of staff is working towards an early years qualification.

There are currently 73 children attending who are within the Early Years Foundation Stage (EYFS). There are 19 children in receipt of Nursery Education funding. This provision is also registered by Ofsted on the voluntary and compulsory parts of the Childcare Register. Currently no children from this age group attend. The nursery has experience of supporting children with additional needs and children who speak English as an additional language. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

All children enjoy their time at the nursery and enjoy warm interactions with the staff. Children make satisfactory progress in their learning because staff have a sound knowledge of child development, a clear understanding of the uniqueness of each child and are developing systems to promote children's next steps in development. The health and safety of children is promoted because the setting gives due regard to the general welfare requirements, however, although risk assessments are regularly carried out, not all are robust enough to fully protect children. The provider undertakes some evaluation of the quality of the provision to identify key strengths and some areas for improvement.

What steps need to be taken to improve provision further?

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

- develop further knowledge and understanding of the Early Years Foundation Stage and track children's developmental progress more closely when planning for their next steps in development.
- develop further the processes for monitoring and self evaluation.
- review the quality of risk assessments and ensure staff have a suitable understanding of the assessment process.
- ensure the safeguarding procedure and policy is fully shared with and understood by staff.

The leadership and management of the early years provision

A robust system is in place to check the suitability of staff and as a result children are safeguarded. A well qualified staff team work with children. Written policies and procedures are in place that meet the general welfare requirements of the EYFS. The recently updated safeguarding procedure has not been effectively shared with staff. A written risk assessment is in place but the significance of its use is not fully understood by all staff, making some safety checks ineffective. This has the potential to undermine children's safety.

The setting has begun to make use of self-evaluation to identify some areas for improvement and although the processes are somewhat underdeveloped, improvements in practice have been made, for example, children benefit from the development of the assessment processes within the EYFS. The provider has some awareness of the impact that the limitations in space have for some groups of children and this has resulted in an action plan.

Partnerships with parents and carers are good. Day to day information about care and health issues are routinely shared so that children are cared for well. Initial processes support parents to share information about the care of their child when the child first attends however, information about development is less well sought out and as a result is used less well. Parents and carers have suitable opportunities to learn about the progress that their children make; through informal discussion, parents' evenings and each child's learning profile.

The setting liaises with external agencies or services and parents to ensure the all round or additional needs of children are met. Staff have a clear understanding of the uniqueness of each child. A sound understanding of inclusive practice is reflected through information gained from parents, policies and procedures that identify children's needs, planning that links to children's interests and the varied resources made available.

The quality and standards of the early years provision

All staff have a sound understanding of the EYFS and confidently support children's learning and development across each area of learning. Children have positive attitudes to learning in general, although the pace of learning is variable between groups. Accurate observations are routinely made for each child. Planning and evaluation processes although incomplete, identify what is of interest to children and from these future activities are planned. Only the pre-school group complete the cycle well enough to track some of children's next steps in development and here they make slightly better progress. Staff have yet to be familiar with newly introduced tracking documentation and so it has yet to bring about further improvements in the outcomes for children.

Children have a suitably safe and secure environment in which to play. Adults promote the health and safety of children, for example they use simple explanation of safety rules when children use the climbing frame outside. Sensible steps are

taken to protect children from the spread of infection, such as through the use of gloves when babies' nappies are changed. Children are encouraged to develop independence and good self-care skills when dressing themselves to go outside and do so with growing confidence. They are not always suitably supported to develop their self-care skills when using the toilet as staff are sometimes not at hand to supervise.

Pre-school children and babies in particular benefit from planned activities that are creatively presented. Babies explore paint with hands and brushes while sat comfortably on the floor alongside staff. Pre-school children squeal with delight as they run under the parachute in a counting game outside. Groups of children take their play outside regularly although not all activities are well enough planned to provide challenge and excitement. The garden area for babies is not always made invitingly accessible to them. Staff work hard to make good use of the available space inside, however, when the two older groups of children are together their play is disruptive and noise levels rise. At other times two to three year olds using the hallway find it difficult to keep concentration as the area is used as a thoroughfare and space is restricted.

The staff's understanding and awareness of the welfare requirements is reflected in appropriate policies, procedures and practice. Children are happy, well engaged and enjoy their play in general. They enjoy good relationships with the staff and respond well to them. Group time such as the French language session encourage children to listen to others, take turns and share their experiences. Access to some Information and Communication Technology (ICT) equipment begin to help children develop skills for the future. Frequent praise by staff promotes children's self-esteem and their achievements are valued.

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

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Satisfactory
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Satisfactory
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?	Satisfactory

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.