

Paradise Found Nursery

Inspection report for early years provision

Unique reference number	200706
Inspection date	29/01/2009
Inspector	Sheila Dawn Flounders

Setting address	Ravens Way, Off Crowhill Road, Nuneaton, Warwickshire, CV11 6PJ
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Telephone number	02476 642173
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Type of setting	Childcare on non-domestic premises
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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

Paradise Found Nursery is an independent private day nursery. It opened in 1991 and operates from an extended two-storey cottage on a housing estate in the Attleborough area of Nuneaton, Warwickshire. Children are cared for in five separate base rooms. A maximum of 46 children from birth to five years may attend the nursery at any one time on the Early Years Register. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. All children share access to a secure, enclosed outdoor play area. The premises is accessible in the ground floor rooms.

There are currently 109 children aged from four months to under five years on roll, including those in receipt of funding for early education. Children come from a wide catchment area, as most of their parents live or travel in to work in the area. The nursery currently supports a number of children with learning difficulties and/or disabilities or who speak English as an additional language.

The nursery employs 20 members of staff. Of these 2 hold qualified teacher status, 17 hold appropriate early years qualifications and 1 is working towards a qualification. The setting receives support from the local authority. They belong to a quality assurance scheme.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. All of the requirements of the Early Years Foundation Stage (EYFS) are in place due to the effective changes that have been made by management and they continue to work towards planned improvements that will further enhance the provision. The strong partnerships with parents and the staff group have been well used to support their self-evaluation process. Children obviously enjoy their time in the nursery, they are making good progress in their development and their welfare is well promoted. The setting takes time to identify children's individual needs to ensure staff take these into account in all aspects of their care and learning, providing appropriate support when needed.

What steps need to be taken to improve provision further?

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

- modify children's assessment records to ensure individual children access all areas of the learning regularly
- extend risk assessments to cover anything with which a child may come into contact
- develop systems to share relevant information with other settings children attend to ensure continuity and coherence.

The leadership and management of the early years provision

Strong management has ensured that most aspects of the EYFS are already in place. Senior staff demonstrate their ongoing commitment to improve through positive responses to issues raised and to previous recommendations. Required information and documentation is mostly in place in some format, usually up to date and readily available. The staff team works well together to promote positive outcomes for all the children. They are all fully vetted to ensure their suitability and mostly very familiar with nursery policies and procedures. Most are confident about what action to take if they have concerns about a child and that their responsibility to safeguard children is a priority. Comprehensive risk assessments which cover the premises and existing outings help to protect children. A daily check is maintained, although the risk assessments do not currently consider everything a child may come into contact with so potential hazards could be missed. Staff make generally good use of the premises and resources available to provide children with quality care and education. The quality and depth of the setting's self-evaluation has enabled them to realistically identify their strengths and weaknesses, which they are seeking to improve for the benefit of the children.

Parents are provided with a wide variety of information about the nursery provision, including regular updates on their child's routines and progress. Staff ensure that they collect all the detail they need from parents during the time the child settles in to be able to accommodate their individual routines. Parents are encouraged to take an interest in what their child does, with their keyworker exchanging information daily, and developmental records are readily available for them to view. With parental consent the nursery liaises with external agencies if necessary, although there is currently no system to share information with other settings some children attend, and as a result activities and records could be duplicated.

The quality and standards of the early years provision

Children are curious, mostly comfortable and confident in their surroundings and provided with increasing opportunities to develop their independence. They all benefit from the positive interaction they experience and staff's understanding of their development and what interests them. This information is used effectively to plan a broad and balanced variety of activities that cover all areas of learning. Particular attention is given to pulling through the interests of individual children each week to provide challenge and work towards the next steps in their learning in all the base rooms. Activities that take place are age-appropriate, provide a balance between child and adult-led experiences and make good use of the learning environment inside and out, and also at times in the local community. Comprehensive documents are available for staff to record children's progress and achievements, although these are not completed consistently, and as a result some gaps in their learning may be missed. Most evidence shows that children are achieving well in relation to their starting points and abilities.

Children's welfare is a priority of the nursery, demonstrated through improved

security, the particularly sensitive care given to the youngest children and the developments under way to the outside area. Children have a healthy diet, daily access to outdoor play and are protected from cross-infection through robust policies and procedures, such as the exclusion periods following illness. They are encouraged to become increasingly responsible for their personal hygiene, with staff mostly ensuring those too young to do so are regularly monitored so that appropriate assistance is given. Children's individuality is recognised by staff, for example, sleep time can be varied, toileting is on demand as well as part of routines and staff are working to provide more opportunities for choices throughout the day. Children are learning to understand what behaviour is expected of them because of the consistency with which staff handle incidents when they occur. Age-appropriate strategies are used when necessary, with most staff trying hard to use positive techniques such as simple rewards and as a result behaviour is generally good. Encouragement to share, take turns and respect each other is helping children to develop skills for the future.

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?	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?	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

There have been no complaints made to Ofsted since the last inspection that required the provider or Ofsted to take any action in order to meet the welfare 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.