

Pallett Drive Day Nursery

Inspection report for early years provision

Unique reference number	EY295345
Inspection date	06/01/2009
Inspector	Sheila Dawn Flounders

Setting address	123 Pallett Drive, Nuneaton, Warwickshire, CV11 6JT
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Telephone number	024 76 387340
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Email	
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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

Pallett Drive Day Nursery is an independent nursery. It opened in 2005 and operates from four rooms in a purpose-built building. It is situated on a housing estate to the North of Nuneaton, Warwickshire. A maximum of 27 children from birth to five years attend the nursery at any one time on the Early Years Register. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. The premises is accessible.

There are currently 30 children aged from three months to under five years on roll, including those who receive funding for early education. Children come from a wide catchment area, as most of their parents either live or travel in to work around the town. The nursery employs nine members of staff, all of whom are qualified. The setting receives support from the local authority.

Overall effectiveness of the early years provision

The nursery provides a homely, welcoming setting where children and staff are happy, comfortable and feel safe as a result of the provider and manager's daily involvement in base rooms. The nursery meets many of the requirements of the Early Years Foundation Stage (EYFS), supporting each child to make progress in their learning and development, although the documentation does not always reflect this. The setting works well with most parents and others to identify and meet each child's needs, ensuring as part of this process that the learning environment and resources are accessible. The majority of the recommendations from the previous inspection have been put in place, with management just beginning the process of self-evaluation to enable identified weaknesses to be more effectively targeted.

What steps need to be taken to improve provision further?

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

- expand children's assessment records to more clearly demonstrate their progress and help plan their next steps
- ensure risk assessments include anything with which a child may come into contact.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission for each and every medicine from parents (Promoting good health) 20/01/2009
- obtain information about who has parental responsibility for each child (Safeguarding and welfare). 20/01/2009

The leadership and management of the early years provision

The provider ensures that all staff working with the children are qualified, suitable and well-deployed with ratios maintained at all times. The nursery environment and resources are of a good standard and accessible to all children. Most records, policies and procedures required for the safe and efficient management of the EYFS are in place, although several need updating to reflect recent changes. Risk assessments cover the premises, including the outdoor area with a daily check maintained, although these do not fully meet the current requirement and as a result some potential hazards may be overlooked. Individual details are collected from parents although these do not include information about who has legal responsibility for each child. Regular group and individual meetings with staff, together with time spent in the base rooms by senior managers ensure an overview of the provision is in place, but this is not yet linked to self-evaluation. Sound progress has been made since the last inspection, for example, more regular observations are made on the children and managers continue to demonstrate the capacity to improve.

Children are sufficiently safeguarded as staff are aware of their responsibilities to protect children, with robust policies and procedures in support including recording incidents, although they are not all reported to the manager. Parents are made aware of the procedures, amongst the information they received before their child attends. Several introductory visits are arranged at different times of the day so that parents have ample opportunity to settle their child, share what they know verbally and to complete documentation. Staff ensure that significant progress in children's development or learning is reported to parents daily, with them also having access to their child's record's and regular reports. Systems are in place to liaise with external agencies for additional individual support, but not yet with other settings children attend to ensure continuity.

The quality and standards of the early years provision

Children benefit from small groups, positive interaction with staff and a learning environment which encourages choice and self-selection from an early age. Toddlers, for example, develop good pencil control and are given opportunities to continue exploring which hand will be dominant. Activities in all rooms involve a balance of child-led and adult-initiated experiences that cover all areas of learning, with children encouraged to become active learners. They have particularly good access to the outdoor learning environment. Staff know the children really well and are able to discuss their progress and next steps, although the planning and assessment records do not fully reflect this. Children's records contain sufficient information to show that they are making progress but not to demonstrate how much in relation to their starting points. An overview is not collated until the end of the year so areas that need more development for individual children may be missed. Parents are informed of topics in advance, able to access the planning and encouraged to send in relevant resources to support their child's learning.

Some aspects of children's welfare are well-promoted, particularly their health and well-being and individual care for the youngest children. Freshly prepared meals are enjoyed from a seasonal menu, with children having good access to other drinks and snacks during the day. Daily fresh air including physical activities demonstrate their importance to children. Necessary steps are taken to prevent the spread of infection through regular cleaning routines, robust nappy changing procedures and the use of individual flannels and sheets. A good exchange of personal information takes place daily so that relevant staff and parents are kept updated although a few of the children's record sheets are not fully completed, as a result staff are not aware of some individual details. Prior written consent is obtained from parents to administer most, but not all, medication. Children's behaviour is generally good, with staff having a sound understanding of appropriate methods for handling any incidents that arise taking into account children's ages and level of understanding. Children are learning to take turns, share and develop other good habits that help them make a positive contribution to the nursery and will support their future development.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
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?	3

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.

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.