

Dunky's Day Nursery (Runcorn)

Inspection report for early years provision

Unique reference number EY375157
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Inspector Suzette Butcher

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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

Dunky's Day Nursery (Runcorn) has been open since 1990 but re-registered in 2008 following a change in ownership. The nursery is one of two nurseries run by the limited company. It operates from a converted building situated in the Weston Point area of Runcorn. Children are cared for on two floors with a ramp in place for access to the ground floor. All children share access to secure enclosed outdoor play areas.

The nursery is open each weekday from 07.00 to 19.00 all year round. Children attend from the local and wider areas. A maximum of 93 children aged from birth to under eight years may attend the nursery and out of school care at any one time. There are currently 40 children on roll who are within the Early Years Foundation Stage (EYFS). Early Years funding is in place for ten of these children. The nursery currently employs eight members of staff, of whom, seven hold appropriate qualifications in early years and one is working towards a recognised qualification.

Overall effectiveness of the early years provision

Management identify clear goals and demonstrate a very strong commitment towards achieving continual improvement. Self-evaluation systems and changing roles within the staff team are in the early stages and their impact has not fully embedded. Children are making good progress within EYFS and observation and assessment systems are developing well. The impact of children's starting points and next steps in learning are key areas for improvement. The effective partnership with parents, carers and other agencies creates an inclusive environment where children are fully safeguarded and their welfare requirements are well met. The promotion of a healthy lifestyle is a key strength throughout the setting.

What steps need to be taken to improve provision further?

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

- develop systems to involve the whole staff team to identify and prioritise areas for improvement
- build on current good practice to clearly identify starting points in learning and use next steps in learning to differentiate activities for individual children and inform future planning.

The leadership and management of the early years provision

The strong management team are actively involved within the nursery and eager to achieve the highest service standards for the local community and local employers. The whole staff team is highly motivated towards providing good

quality care and education for children. There have been a number of significant staff changes and radical improvements since registration. A comprehensive building and refurbishment programme is underway to improve the whole environment and further areas for improvement have been identified and prioritised in an action plan. For example, new toileting areas, appropriate floor coverings and brighter decor create a welcoming indoor environment. Staff ensure that the learning environment and resources are available to all children and strive to provide an inclusive and welcoming service. Staff are committed towards completing quality assured accreditation schemes and they are proud to have recently achieved a healthy eating award from the borough council. Staff are well qualified and experienced and annual appraisal systems are in place to support staff and identify future training needs. Interim staff supervision meetings are held regularly to further enhance staff development. Systems to involve the whole staff team in the setting's monitoring and evaluation process have recently been introduced. However, staff have not had training on reflective practice to enable them to contribute fully. Staff meetings are held on a regular basis and clear staff roles and responsibilities have been established. Consequently, staff are beginning to work effectively as a team because they feel valued and involved within the setting.

Robust recruitment, employment and induction procedures and comprehensive risk assessments are in place to protect children. Required policies and procedures are available and reviewed on a regular basis to ensure that they are effective and inclusive for children and their families. Good procedures are followed and effective relationships with support agencies ensure that the individual needs of children with learning difficulties and disabilities and children with English as an additional language are met. Parents value the friendly, informal relationships they share with staff and feel involved and included in the nursery. Regular newsletters and notices ensure that parents are kept informed about changes and improvements within the setting. Parents evenings are planned and good systems, such as story book bags, are in place to involve parents and carers in their child's learning. Staff are currently strengthening links with other providers within EYFS to promote the integration of education and any extended services.

The quality and standards of the early years provision

Management and staff have good knowledge and understanding of the underlying principles of effective early years practice. They have embraced changes to EYFS and have successfully implemented key aspects to enhance children's learning. Effective assessment procedures are clearly established and monitored to record children's progress and individual learning journey. Staff training is still in progress and, consequently, they are not fully secure with some aspects, such as identifying starting points and using next steps in learning to differentiate activities and inform future planning. Children's progress towards the early learning goals is tracked in the local authority transition document and reviewed every six weeks. Parents are invited to record their own observations on their child's progress. Weekly observations are used to plan activities for the following week and focus activities are evaluated to continually improve practice

Children develop a strong sense of belonging within the nursery. Examples of their work, photographs and posters, are displayed to create an inviting and stimulating environment. A balanced range of suitable resources are available for children across the age ranges. They are organised to promote children's active, independent learning with, for example, low-level sand and water trays or treasure baskets for babies and toddlers. Children confidently help themselves to writing materials, count items or choose a book to look at in the quiet area. The organisation of continuous provision within the play areas is extended to the outdoor play area to promote a free-flow of activities between the two environments. Children enjoy daily outdoor adventures when, for example, they put on warm clothes and excitedly catch snowflakes or investigate icy areas. They are reminded to keep warm and practise star jumps. Babies and toddlers benefit from fresh air and exercise each day in the outdoor area. They improve their physical skills as they learn to negotiate the slide or balance on a rocker. A good balance of adult directed and child led activities are provided. Babies and children are offered interesting challenges to extend their experiences with time to explore, practise and apply their learning. They have fun exploring and experimenting with different sensory materials as they make play dough together or painting hand prints. Language and communication skills are developed as children join in lively action songs or share stories. Letter sounds and word patterns are regularly reinforced in daily activities and signs, pictures and symbols are used to enhance children's language. Staff value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning.

Children share warm relationships with staff, with babies and toddlers enjoying lots of hugs and cuddles from their carers. Children happily share, take turns, play together cooperatively and are considerate towards adults and each other. They are encouraged to understand and respect boundaries as they agree their own rules and take photographs to record how they walk on the stairs or love each other. Children are polite, well-behaved and staff act as positive role models. Children are helped to consider and value diversity. They have access to a good range of resources, play opportunities and activities which reflect diversity and acknowledge cultural differences. Children's safety is given a high priority with areas checked on a daily basis to identify potential hazards and risks. Children are encouraged to consider and recognise potential risks and dangers as they gradually accept responsibility for their own safety. The promotion of a healthy lifestyle is given a high priority throughout the setting. Good hygiene practices are actively promoted and incorporated into the daily routines to encourage children to care for themselves. For example, children learn to clean their own teeth after meals with appropriate support from staff. Babies and children's personal care needs and routines are recognised and followed, providing an environment consistent with home. Meals are well balanced, nutritious and are freshly cooked on the premises each day. Children, staff and parents are involved in reviewing and planning menus. Meal times are relaxed social occasions, which children clearly enjoy. Independence skills are actively promoted when children confidently help themselves from the serving dishes and toddlers learn to use spoons to feed themselves. Children are actively involved in planting and cultivating vegetables in the garden. They proudly cook and eat their produce and eagerly share their experiences with their family. Organised outings to the zoo or forest to meet

Father Christmas also involve families and further develop links between home and nursery.

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?	3
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 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.